

**DEVELOPING A RUBRIC FOR PORTFOLIO ASSESSMENT
IN WRITING OF GRADE VIII STUDENTS AT SMP NEGERI
15 YOGYAKARTA**

A Thesis

Presented as Partial Fulfilment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Language Education



By

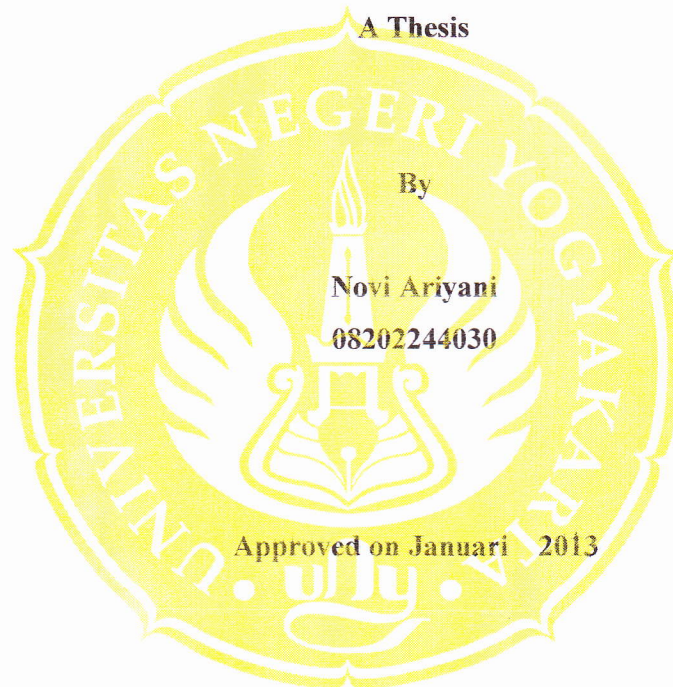
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2013**

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WRITING OF GRADE VIII STUDENTS AT SMP NEGERI 15
YOGYAKARTA**



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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 17 Januari 2013

Penulis,



Novi Ariyani

MOTTO

Allah is more Merciful to you
than you are towards yourself

DEDICATION

I dedicate this thesis to my family and those who love me

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Praise to be Allah SWT, the Merciful and the Beneficent for all the blessings without which I would have never been able to accomplish this thesis.

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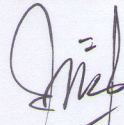
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Yogyakarta, 23 January 2013

The writer



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DEVELOPING A RUBRIC FOR PORTFOLIO ASSESSMENT IN WRITING OF GRADE VIII STUDENTS AT SMP NEGERI 15 YOGYAKARTA

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ABSTRACT

The objective of this research is to develop a rubric for portfolio assessment in writing of grade VIII students at SMP Negeri 15 Yogyakarta.

This research applied a Research and Development study which adopts the model of R & D proposed by Dick and Carey in Gall, Gall and Borg (2003). The data collected were qualitative and quantitative. The qualitative data were in the form of interview transcript and the quantitative data were in the form of students' writing scores. These data were used to evaluate and then to revise the rubric. On the basis of some theories related to the development of effective scoring rubrics and the result of the needs analysis, the first draft of the rubric was then developed. The researcher consulted the rubric to a writing expert to know whether the rubric meets criteria which are appropriate to measure the students' writing. After the rubric was implemented, an evaluation was then conducted. The researcher conducted interviews with the English teachers who participated in the implementation to find out the strengths and weaknesses of the rubric and to ask the teachers' suggestion concerning the rubric. The data of the interview were used to revise the rubric.

The research was conducted through six steps, they are: researching and collecting the information, planning, developing the rubric, obtaining expert judgment, field testing and developing the final product of the rubric. The instrument used in collecting the data was interviews and questionnaires to cross check the result of the interviews. The finding shows that there are four dimensions of portfolio assessment in the rubric: (1) characteristics of the writer, (2) characteristics of the portfolio as a whole, (3) characteristics of individual texts, and (4) intratextual features. Each dimension is written in three properties of the rubric: criteria, levels and descriptors. Each dimension has criteria which indicate good performance on a task. Each criterion is graded in five levels of performances, and the descriptors tell precisely what the performance looks like at each level.

CHAPTER I

INTRODUCTION

A. Background to the Research

Writing is an important skill in language learning. Today, the ability to write has become an indispensable skill in the global literate community. As an advance in transportation and technology allows people to communicate with people around the world, the demand of knowledge about languages becomes even more necessary. As a result, the ability to speak and write in a foreign language becomes an important skill in academic, business, and personal lives.

Writing is assumed as the most difficult skill to be learned compared with listening, speaking and reading. Even the native speakers themselves need to learn writing, as well as the second and foreign language learners. However, the purposes and the needs of the learning will be different between the foreign language learners and the native speakers, and the written products themselves will also be different. Therefore, the definition of the writing skill will vary. It depends on the purpose, background, needs and experience of learning writing.

Writing, as well as speaking, is a productive skill. It means that people tend to produce language rather than to receive it. Therefore, it is assumed that learning writing and learning speaking are more difficult than learning reading or listening, which is categorized as receptive skills. However, many people say that learning writing is more difficult than learning speaking, although writing and speaking are similarly categorized as productive skills. Learning writing is more difficult than

learning speaking because writing has its own features and conventions that differentiate it from speaking (Brown, 2004).

One of the most important distinctions between writing and speaking is that writing is highly valued in educational setting. Another distinction is that accuracy in writing is more important than accuracy in speaking (Weigle, 2002). In educational setting, students are taught to produce writing with a high level of accuracy. They need to know how to write letters, how to put written reports together, and how to write using electronics (Harmer, 1998). However, the students should also be able to respond to writing, for example, how to respond to an advertisement about job vacancy.

Because writing is assumed to be the most difficult skill to be learnt, students need more time and practice in mastering it. It is important that students do not only practice writing inside the class but also outside the class. In addition, teaching writing should be done step by step. There are some steps in writing: drafting, structuring, reviewing, focusing, generating ideas and evaluating. Teachers should guide the students carefully in writing from drafting up to evaluating.

Some teachers do not apply the steps of writing in teaching writing at schools. They may do this because they do not understand about the theory of writing or they feel indolent to apply the theory. Some teachers that the researcher met when conducting observation seemed that they did not know about this theory. They do writing by giving an example of a text, giving some exercises to the students and then asking the students to make their own writing. The exercises are usually in

the form of sentence completion or jumbled sentences. This kind of teaching cannot support the students to make a good writing.

In addition, teachers cannot finish the whole teaching of writing in class because of the limited time. In a class, teachers usually give explanation about the material and some exercises about it. The exercise in the classroom will be done in groups or in pairs. Then teachers will give homework to be done by the students individually. In this situation, students can do an underhand way to complete their assignment. Teachers should give attention to it.

The students' homework is to be submitted. The teachers will evaluate the homework and give some mark on it. If the teachers find any suspicion, they will interview the students. The teachers will give them another task as a replacement for their previous task, if the students were proved guilty. It is a fair assessment, but it cannot stop the students from cheating.

However, the task that is given to the students is not always a kind of writing performance. One of the English teachers said that she gave the tasks based on the text types. For some types of text, the teacher only assesses the students' writing by a multiple-choice test. It means that the task that the teacher gives does not really measure the students' ability in writing.

The writing assessment should be appropriate to measure the students' writing ability, no matter where the writing process takes place. Objective tests and sentence completion are not suitable to assess the students' writing ability, because they cannot measure the students' deep knowledge of writing. A teacher needs to know the students' ability from their writing performance.

However, students still find difficulties in producing their own writing. Some students often have no idea for the topic that they want to write. Other students find difficulties in selecting the right words to express their feeling and deciding what tenses they shall use for the sentences they make. As a result, students tend to choose a topic that is closely related to the topic of the example given by the teacher so that they can imitate the words and make a small change in the content.

Another way that students have in the classroom is imitating the students' work beside them. Students may do this because they do not have any idea about what to write or they do not understand the instruction or the explanation given by the teacher. The worst is that they do not do the assignment by themselves but they copy it from books or other sources. To produce a good paragraph in writing, students need guidance and it is not enough only by giving them examples. Those problems can happen because teachers usually assess only the final work of the students.

This research is conducted at SMP Negeri 15 Yogyakarta. To find out how the English teachers teach and evaluate writing, the researcher made observation. Based on the observation that was conducted on the 8th of February 2012 by interviewing three English teachers, the researcher concludes that there are no English teachers who assessed students' works from the beginning of the writing till the finished product of the writing. This situation gives them a chance to do cheating. The teachers will give the students another assignment or make them revise their work if they are caught cheating. However, this method cannot really solve the problems.

Teachers need a kind of writing assessment that can be used to monitor the development of the students' work. The writing assessment that can be adopted by the teachers is portfolio assessment. Through portfolio assessment, teachers can observe the students' writing from the beginning of a course to the end of the course. In this way, teachers can minimize cheating committed by the students. In addition, portfolio assessment is an assessment suggested by the government to be practiced at school.

The interview was aimed at finding out not only how the teachers teach and evaluate writing, but also what problems they found in teaching writing, what kinds of assessments they usually use, and what rubric they usually use. From the interview with some of the English teachers in this school, the researcher found that most of the teachers did not understand about rubric.

The teachers have used rubrics as the scoring measurement but they do not know that what they used was a rubric. When the researcher asked them what kinds of rubric that they usually use, whether it is holistic or analytic, they cannot answer it either. They make a rubric by copying it from some resources such as books, other lesson plans or downloadable resources from the internet. From the RPP (lesson plan) that the researcher saw, most of the rubrics that the teachers use are analytic rubrics. The rubric is very simple and measures only the basic components of writing that the teacher wants to assess, for example grammar, sentence structure, word choice and spelling. The rubric that they use did not assess the content of the students' writing. It can be concluded that the teachers do not have comprehensive knowledge about measurement.

A rubric is important in a language assessment. The rubric is used as a guidance to score the students' performance. Without rubrics, teachers cannot measure the students' mastery of writing well. In order to get an accurate measurement, teachers should include a detailed description of the criteria to be measured in the rubric. The rubric should measure what the students have learned.

Teachers need an appropriate portfolio rubric to evaluate the students' abilities accurately in portfolio assessment. The rubric should be made based on the school curriculum and the students' level of proficiency because the students have different ability for different grades or classes. The criteria are developed based on the purpose of the assessment. One of the purposes is to monitor the students' progress in writing so that the cheating committed by the students can be minimized. Based on the observation, the researcher assumed that the teachers are unable to make an appropriate rubric by themselves. Therefore, this research is aimed at helping the teachers to make an appropriate rubric and, therefore, careful research should be conducted in order to find the appropriate criteria of the rubric for portfolio assessment in writing.

B. Identification of the Problem

As suggested by the curriculum, teachers should conduct classroom-based assessment. In fact, there are many problems and obstacles faced by the teachers, which prevent the teaching and learning process from gaining the goal. The problems include the problems of teaching and learning writing. Some of the problems are related to the assessment, the teachers, the students, and the time in teaching writing.

The problem of writing which is related to the assessments is that writing assessments are not always conducted through a writing performance. Teachers choose the assessment technique based on the text types that they are going to assess, for example, teachers will conduct a jumbled sentence test to assess writing narrative, whereas to assess recount texts, teachers will conduct a writing performance task. It means that the teaching of writing does not reach the production of written language.

The problem related to the teachers is that the teachers have different competences in teaching writing. One teacher may teach the material based on a course book, another may teach the students based on the skills that she or he want to teach. The success of teaching writing lies on the teachers' competence in teaching writing skills. The more competent teacher is able to design a better learning instruction than the incompetent one. Therefore, the output that they produce will also be different.

The next problem in writing is related to the students. Some students do cheating when they do writing assignments. They tend to imitate their friend's work or the example given by the teacher. Some of them even do copy-paste from books or the Internet. They do this possibly because they get confused of what they will write, they do not understand the instruction, or even they feel reluctant to do the assignments. Therefore, teachers should make sure that the students understand the instruction. In addition, teachers should also practice the steps of writing in conducting the assignments so that the students know what to write.

The last problem of writing is related to the time. Time to practice writing in the class is very limited so there is no sufficient opportunity for students to produce writing. Therefore, teachers usually give homework to the students. The homework will give the students opportunities to cheat.

In conclusion, the success of teaching writing depends on the success of the teacher to manage the four problems above. One thing that the teachers can do is to guide the students to do writing from drafting up to evaluating. By doing so, it is expected that the students can do the writing by themselves and therefore, it could minimize the risk of cheating.

C. Limitation of the Problem

In order to monitor the students' improvement in doing writing, teachers need a rubric. Brookhart (1999) in Moskal (2000) proposes that scoring rubrics are descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the product or processes of students' effort. Scoring rubrics are typically employed when a judgment of quality is required and may be used to evaluate a broad range of subjects and activities. Due to the limited time and the need of the teachers, the researcher only focuses the research on developing a portfolio rubric for assessing writing of Grade VIII students at SMPN 15 Yogyakarta.

The researcher chooses Grade VIII students because the participants of the research are the teachers of Grade VIII. Teachers of Grade VIIB cannot join the research because they have PPL program in this semester. Besides, Grade VIII students will be more competent to practice portfolio assessment than Grade VIII

students because they already have more knowledge about writing. Furthermore, researchers are not permitted to conduct research on the ninth grade students because they are prepared for the national examination.

D. Formulation of the Problem

Based on the identification and the limitation of the problems above, the researcher formulates the problem as follows:

How can a rubric for portfolio assessment in writing be developed for Grade VIII students at SMPN 15 Yogyakarta?

E. Objective

The objective of the research is to develop a rubric for portfolio assessment in writing of Grade VIII students at SMPN 15 Yogyakarta.

F. Significance of the Research

The researcher expects that this research will give some significance to some parties such as the English teachers and the school in which the rubric is tried-out, and to the other researchers.

1. To the School

The writing rubric hopefully will improve the quality of the writing assessments, especially the portfolio assessment.

2. To the Teachers

The rubric will help teachers to assess the students' writing fairly so that the students' achievement can be measured accurately.

3. To Other Researchers

This research hopefully will be useful as a resource for the next research. Other researchers can have general knowledge about how to develop a rubric to assess students' writing in portfolio assessment.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Writing

a. The Nature of Writing

The definition of a writing skill depends on the purpose, background, needs and experience of learning writing, which is certainly different between first language and second language learners. Therefore, the definition of writing for EFL learners is different from that for ESL learners because the variety of purposes, backgrounds, needs and experience of learning writing in ESL learners are much greater than those for EFL learners. For EFL learners, the mastery of second language enhances their education but is not critical to ultimate educational success (Weigle, 2002).

Writing involves communicating a message by making sign on a page (Spratt, Pulverness & Williams, 2005). However, to organize and to generate ideas into a written language is difficult as well as to translate these ideas into readable text (Richards and Renandya, 2003). Therefore, writing is considered to be the most difficult skill for second language learners.

The skills involved in writing are extremely complex. Richards and Renandya (2002: 309) state that writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy and appropriate rhetorical forms of discourse. Writing also has subskills that should be learned by students in order to be able to communicate in a written language. Some of the subskills of writing

are producing graphemes and orthographic patterns of English, and producing writing at an efficient rate of speed to suit the purpose. Therefore, it is necessary to decide which parts or which subskills will be the most important for a course.

b. The Differences between Writing and Speaking

Writing as a skill has its own features and conventions, which differentiate it from other skills. The differences between the four language skills can be seen from the differences between written and spoken language. Hyland (2002) states that speech is more highly contextualized, depends far more on a shared situation, allows less planning, involves real-time monitoring, and relies to a greater extent on immediate feedback. Brown (2001) proposes that written and spoken language differ on the features of permanence, production time, distance, orthography, complexity, formality and vocabulary. The differences between spoken and written language according to Hyland (2002) can be seen as follows.

Table 1: The Differences between Spoken and Written Language

Speech	Writing
<ul style="list-style-type: none"> a) More hesitation, interruption and self correction b) No spelling and punctuation conventions c) Relies on gestures and paralanguage d) Concrete, fragmented, informal and context-dependent e) Characterized by turn-taking 	<ul style="list-style-type: none"> a) More subordination and passive b) Longer sentences c) More explicit coding of logical relations d) Less modal modification e) Structurally elaborate, complex, abstract and formal f) Characterized by monologue

In particular, speaking and writing are used in different settings, for different reasons, and to meet different communicative goals. Furthermore, the cognitive processes involved in writing differ in important ways from those used

in speaking (Weigle, 2002). As stated by Grabowski in Weigle (2002), “Writing ordinarily leaves a physical trace, which can later be referred to either by the writer or by the reader, while speaking does not leave physical trace, unless it is recorded”. In addition, the physical act of writing takes longer than the physical act of speaking. Similar to Brown, Grabowski only views the differences between spoken and written language through the two aspects of permanence and production time.

Other important aspects to be considered in distinguishing writing and speaking are the social and cultural contexts in which speaking and writing are used. Writing is highly valued in educational settings and the standardization of writing means that accuracy in writing is frequently more important than accuracy in speaking. It is in line with Spack and Swales’ statements on Weigle (2002) that say, “The importance of correctness in writing as opposed to speaking is particularly relevant for writing in academic contexts, where writing is frequently seen as a key to entry into the academic discourse community”. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and how to write using electronics (Harmer, 1998). The differences between speaking and writing can be seen from some aspects. From the above statements, it can be concluded that writing is highly valued in educational settings than speaking and accuracy in writing is more important than accuracy in speaking.

c. Genres of Written Language

Based on Brown (2004), there are three most common genres of writing that the second language learners might produce in educational setting, beyond and within the requirements of a curriculum.

1) Academic Writing

Academic writing is a type of written language that includes papers and general subject reports, essays, compositions, academic focused journals, short-answer test responses, technical reports, theses, and dissertations.

2) Job-related Writing

This type of written language includes messages (e.g., phone messages), letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals.

3) Personal Writing

Personal writing includes letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fictions.

Academic writing is the most studied writing at schools. It is demanded that students are able to write papers, essays and other kinds of writing which are needed in an educational institution. However, students also need to learn other kinds of writing that are needed in the daily life and in the work life. Job related

writing will be learned more by vocational students because they are prepared to apply for jobs.

d. The Types of Classroom Writing Assessment

There are four categories of written performance as stated by Brown (2004), they are: imitative, intensive, responsive and extensive.

1) Imitative

Imitative writing is the lowest level of writing production. Brown (2001) calls this type of writing performance as “writing down” in which students simply write down English letters, words, or sentences. In imitative writing, the students learn to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. At this stage, forms are the primary if not the exclusive focus, whereas context and meaning are the secondary concern.

2) Intensive

The next level of writing production is intensive writing. At this stage, the students are expected to produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. The tasks are more focus on forms and rather strictly controlled by the test design.

Brown (2001) also calls this type of classroom writing assessment controlled writing because it typically appears in controlled, written grammar exercises. Intensive writing emphasizes writing as opposed to real writing in which students produce language to display their competence in grammar, vocabulary or sentence

formation and not necessarily to convey meaning. Brown (2001) provides an example of intensive writing that is asking the students to change all present tense verbs to past tense.

3) Responsive

At this level, the students are required to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or more paragraphs. The genres of writing included in the tasks are brief narrative and descriptive, short reports, lap reports, summaries, brief responses to reading, and interpretations of charts or graphs. Here, the students should have a good mastery of grammar, and focus the discourse convention that will achieve the objective of the written text. This type of writing emphasizes context and meaning.

4) Extensive

Extensive writing is the highest level of writing production. The students focus on achieving a purpose, organizing and developing ideas logically, using supporting details to support main ideas, and creating a coherent paragraph (Brown, 2004). Extensive writing implies successful management of all the processes and strategies of writing for all the purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

From the above explanation, it can be concluded that the teaching of writing is started from imitative up to extensive writing. Elementary students may learn imitative writing because they are beginners, and extensive writing is mostly

learned by university students. However, junior high school students may also learn extensive writing, but the level of difficulties in their task must be different from that for university students. The selection of writing tasks is based on the students' level of proficiency.

e. The Writing Stages

Writing is a complex activity. White and Arndt in Harmer (1998) state that there are five stages in the process of writing, they are drafting, structuring, reviewing, focusing, and generating ideas and evaluating. The relationship between the stages can be seen as follows.

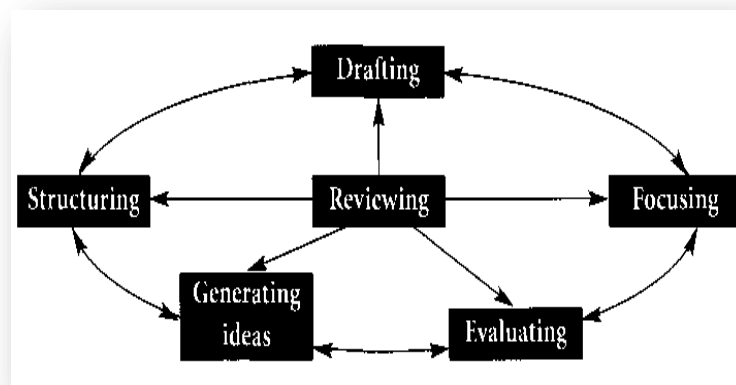


Figure 1: White and Arndt's Process Writing Model

Drafting is making a piece of writing that is not yet finished, and may be changed. Structuring can be understood as ordering information, experimenting with arrangement, and the like. Reviewing is checking context, connection, assessing impact, and editing. Focusing is making sure the writer get the message across the writer want to get across. Generating ideas and evaluating are assessing the draft and /or subsequent drafts. Those stages are needed to help the students to

generate ideas and structure their writing because writing is a complex activity that cannot be done just by one stage.

f. Micro- and Macro-skills of Writing

In the teaching of writing, micro- and macro-skills of writing will help the teachers to define the ultimate criterion of an assessment procedure (Brown, 2004). The micro- and macro-skills of writing proposed by Brown (2004) are shown below.

Micro-skills

- a) Produce grapheme and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical systems.
- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in a written discourse.

Macro-skills

- a) Use the rhetorical forms and conventions of a written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to a form and a purpose.
- c) Convey links and connections between events, and communicate such relations as a main idea, supporting ideas, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meaning when writing.
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The micro-skills of writing apply more appropriately to imitative and intensive writing, while the macro-skills of writing are essential for the mastery of responsive and extensive writing. In line with the teaching of classroom writing

performance, the micro- and macro-skill of writing will be taught continually from phase to phase in the technique of teaching writing applied by the teachers.

g. The Teaching of Writing in Junior High School

The purposes of teaching writing are for guiding and facilitating students to write by giving instructions and providing some sources for learning materials, for example worksheets, course books and text books. Brown (2000) says that “teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning”. It means that teaching cannot be separated from learning. When a teacher teaches writing, she or he does not only teach how to develop ideas in a language, but also has to give a serious attention for how to write English sentences grammatically and systematically. Therefore, teachers have the important role to make the teaching of writing run effectively and to make the students’ ability improve.

According to Kimble and Garmezy in Brown (2000), learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. Their statement means that the teachers have to show and help students to learn how to write. Teachers have to give instructions, guide students in writing, and make students understand how to write effectively.

Furthermore, teachers should consider the age of the learner when teaching writing. How teachers teach junior high school students will be different from how teachers teach university students, because people of different ages have different needs, competences, and cognitive skills (Harmer, 1998). Teachers may teach young children how to acquire a foreign language through games, for

example, whereas for adults, teachers may teach the language through the use of abstract thoughts.

Teaching writing for junior high school students is important to be done well because English is one of the compulsory subjects that have to be taught for students at a junior high school level. English learning in junior high schools is targeted to make the students reach the functional level, that is, to communicate in written and spoken language in solving daily problems. One scope of English learning in junior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount (Depdiknas, 2006). The gradation of the learning material is shown by the use of vocabulary, grammar, and rhetorical steps.

The Standard of Competence and the Basic Competency of Curriculum 2006 state that the learning of English should be developed equally in both spoken and written language. The Curriculum also states that the major aim of the English lesson at junior high schools is to make the students have certain abilities as mentioned below.

- 1) Developing the communicative competence both in written and spoken language to achieve the functional literary degree.
- 2) Having sense about the importance of English to increase the notion of competitive ability in the global society.
- 3) Developing the students' understanding about the relationship between language and culture.

Furthermore, the Standard of Graduate Competence of English for each level is communicative competence in the form of spoken language accompanying action for Elementary schools, in the form of spoken and written language for achieving a functional literacy level for junior high schools, in the form of spoken and written language for achieving information literacy level for senior high schools (PERMEN No. 23, 2006). The types of the texts and the SKKD for Grade VIII junior high school students are shown below (Depdiknas, 2006).

Table 2: Standard of Competence and Basic Competency for Grade VIII, Semester I

Standard of Competence	Basic Competency
Writing 6. Expressing meaning in a short functional text and short simple essays in the forms of descriptive and recount to interact with the nearest environment.	6.1 Expressing meaning in the form of short functional texts by using various kinds of written language accurately, fluently, and appropriately to interact with the nearest environment. 6.2 Expressing meaning and rhetorical steps in the short simple essays by using various kinds of written language accurately, fluently and appropriately to interact with the nearest environment in the form of descriptive and recount texts.

In order to know the average length of the writing products for junior high school students, the researcher asks a writing expert and an English teacher of SMP Negeri 15 Yogyakarta who participates in this research. According to the writing expert, the length of writing product for junior high school students is seventy up to a hundred words. The length of the students' writing is obtained from the teachers' experience in teaching writing. The expert said that there is no guidance or regulation that shows the maximal number of students' words in writing. The teacher of that school also said that the students generally produce

writing up to a hundred words. Therefore, in this research, the researcher and the teacher determine that the maximum length of the students' writing product is a hundred words.

The length of writing produced by junior high school students is different from that produced by senior high school students. Senior high school students are certainly able to write more sentences than junior high school students because senior high school students have more experience in writing. In addition, the words and sentences produced by junior high school students are different from those produced by senior high school students. Junior high school students learn simpler vocabularies than senior high school students. The vocabularies learned by junior high school students are the vocabulary which is related to the closets environment. Table 3 is an example of a vocabulary list for Grade VIII junior high school students (Priyana, Irjayanti and Renitasari, 2008).

Table 3: Vocabulary List for Grade VIII Junior High School Students

Words and the Meaning		Words and the Meaning	
accusation	: <i>tuduhan</i>	indeed	: <i>sangat</i>
aid	: <i>bantuan</i>	kinship	: <i>kekerabatan</i>
amusing	: <i>menyenangkan</i>	meet	: <i>bertemu</i>
attack	: <i>menyerang</i>	ownership	: <i>kepemilikan</i>
beg	: <i>memohon</i>	plain	: <i>biasa; datar</i>
bravely	: <i>dengan berani</i>	popularity	: <i>kepopuleran</i>
cage	: <i>kandang</i>	prey	: <i>korban, mangsa</i>
coincidence	: <i>kebetulan</i>	proverb	: <i>peribahasa</i>
discover	: <i>menemukan</i>	pull	: <i>menarik</i>
examine	: <i>memeriksa</i>	recognize	: <i>mengenali</i>
fable	: <i>fabel</i>	release	: <i>membebaskan</i>
feel	: <i>merasakan</i>	shepherd	: <i>gembala</i>
fiction	: <i>fiksi</i>	surprise	: <i>kejutan</i>
friendship	: <i>persahabatan</i>	thorn	: <i>duri</i>
heal	: <i>menyembuhkan</i>	touching	: <i>menyentuh</i>
imprisoned	: <i>dipenjara</i>	value	: <i>nilai</i>

The above example of a vocabulary list is one of many vocabulary lists that are available in the course books. There are many more vocabularies that can be learned by the students. The choice of words in the vocabulary lists is adapted from the topic of discussion and the students' level of proficiency.

2. Assessment

a. Definition of Assessment

In teaching writing, teachers need to monitor students' improvement so that they know how far the students master the writing skill. Teachers can monitor their development through scores that the students get in writing. Teachers get the scores from an instrument that they use to assess the students. In short, teachers need kinds of assessment to get the students' scores in order to monitor the students' improvement in writing.

Blaz (2002) defines assessment as any method used to better understand the correct knowledge that a student possesses. Assessment serves as a monitor of students' understanding on a given unit or concept, to give valuable feedback to students on what progress has been made and what still needs to be improved. In addition, O' Malley and Pierce (1996) state that assessment information is needed by administrators, teachers, staff, developers, students and parents to assist in determining appropriate program placement and instructional activities as well as in monitoring students' progress.

There are two reasons why teachers should conduct writing assessment. The first is to make inferences about language ability, and the second is to make decision based on those inferences. Since teachers cannot directly observe a

person's language ability, they use the students' responses to test items as data from which teachers make inferences about the ability that underlies the test performance. These inferences are then used as data for making a variety of decisions at an individual, classroom, or program level (Weigle, 2002). In short, assessment can be defined as any method used to infer the students' language ability.

b. The Advantages of Assessment

Assessment has some advantages. As stated by Brown (2004), periodic assessment, both formal and informal, can increase motivation by serving students progress. Students can measure their achievement from the assessment report. Besides, assessment can confirm areas of strength and pinpoint areas that need further work. Assessment can also motivate students to set the goals of writing for themselves. In addition, assessment can be used by teachers to help them evaluate the teaching effectiveness.

In short, assessment is not only useful for measuring the students' ability but also useful for motivating the students to improve their mastery of writing. Therefore, it is important that teachers conduct assessment in their teaching and learning process in order to measure the students' ability and motivate the students to improve their mastery in learning English.

c. Types of Assessment

1) Assessment Based on the Technique

Based on the technique, the teacher can apply two kinds of assessment in class to assess the students' ability in writing. Formal assessment is a kind of

assessment that is systematically planned to give appraisal for the students' achievement. Informal assessment is a kind of incidental and unplanned assessment. It can take a number of forms, for example, comments and responses.

a) Formal Assessment

Formal assessment is an exercise or procedures that are specifically designed to appraise the students' achievement (Brown, 2004). Formal assessments can be a test and non-test, for example portfolio and journal.

b) Informal Assessment

Informal assessment is a classroom task designed to elicit performance without recording results and making fixed judgments about students' competence (Brown, 2004). Teachers can simply say "Did you say 'can' or 'can't'?" or "Good work!" to give comments or responses to the students' work.

2) Assessment Based on the Time of Implementation

Based on the time of implementation, there are two kinds of assessment: formative assessment and summative assessment. Formative assessment is a kind of assessment which occurs in the middle of a course, whereas summative assessment is a kind of assessment which typically occurs at the end of a course.

a) Formative assessment

Formative assessment is a kind of assessment that evaluates the students' progress in "forming" their competencies and skills with the goal of helping them to continue that growth process (Brown, 2004). Furthermore, Clark et al. (2003) state that formative assessment puts emphasis on "shaping" the students' writing

while they are still in the process of writing and the goal is to help students to improve their writing and writing ability.

b) Summative Assessment

Summative assessment usually occurs at the end of a course and aims to measure, or summarize what students have grasped (Brown, 2004). The goal of summative assessment is to judge how well students have accomplished the writing task (Clark et al., 2003). Final exams and general proficiency exams in a course are examples of summative assessment.

From the definition of formative and summative assessments above, portfolio assessment in this research can be categorized as formative assessment because the goal of the assessment is to monitor the students' progress in writing in order to minimize any underhand action that is done by students. The portfolio assessment that was conducted in this research does not only aim at measuring the finished products of the students' writing but also the draft or the revised version of it.

3. Portfolio Assessment

a. Definition of Portfolio Assessment

Portfolios are a collection of students' papers usually chosen by the student that will be graded or assessed at the end of the course (Clark et al., 2003). In addition, Hyland (2002) states that

portfolios are multiple-writing samples which are written over time and purposefully selected from various genres to best represent a student's abilities, progress and most successful texts in a particular context.

According to Barton and Collins in Johnson, Mims-Cox, and Doyle-Nichols (2010), portfolio is:

- (1) another method to evaluate the success of a graduate,
- (2) a way to give students and faculty the opportunity to reflect on students progress,
- (3) a method to translate the learning from instructors to students, and
- (4) a way to allow instructors to evaluate a variety of specific evidence when making global determinations about learner competency.

Based on the above descriptions, portfolio is described as an appropriate instrument for monitoring the students' progress through the collection of their works. Through the portfolio, teachers can evaluate the students' work and then give feedback on it and the students will use the feedback from the teachers to improve their works.

The interaction between teachers and students can be built from this activity. From the feedback that the teachers gave, students may feel that the teachers pay attention to their works. Therefore, they will be motivated to do the assignment well because they know their weaknesses and they believe that they can improve it and make their work better.

Furthermore, portfolio is one kind of alternative assessment that is suggested by the government to be applied at schools. It is stated in The Guideline on Developing Portfolio Assessment or *Pedoman Pengembangan Portfolio untuk Penilaian* (Depdiknas, 2004) that besides a written test, teachers need to apply another kind of assessment, such as the students' products, portfolios, the students' writing, students' investigation, performance task, and observation. In the guideline, portfolio is defined as a collection of students' works as a product of performance task, determined by the teacher or by the students and the teacher

as a part of effort to achieve the learning goals or to achieve specified competencies in the Curriculum (Depdiknas, 2004).

Based on the Guidelines on Developing Portfolio Assessment (Depdiknas, 2004), there are some kinds of students' products which contain various kinds of students' works that can be included in portfolios. They are as follows:

- (1) The result of a students' project, investigation, or practices which is presented in writing or by a written explanation.
- (2) Pictures or students' observation report in order to carry out a task for a subject.
- (3) The analysis of situation that is related or relevant to a subject.
- (4) The description and diagram of solving a problem in the subject concerned.
- (5) The report of an investigation on the relationship between concepts in a subject or among subjects.
- (6) The completion of open questions.
- (7) The result of a typical homework, for example a students' homework which is done by using his or her own way which is different from the way taught by the teacher or different from other classmates.
- (8) The result of a group work.
- (9) The students' works that is achieved by using video recorder, audio recorder and computer.
- (10) Photocopies of charters or awards received by the students.
- (11) The students' works in a subject which is not assigned by the teacher (based on the students' choice but still relevant to the subject).

- (12) Stories about the students' like and dislike toward a subject.
- (13) Stories about the students' effort to overcome psychological barriers or students' effort of self improvement in learning a subject.
- (14) Reports of students' attitude toward the lesson.

From the list, it can be seen that there are many kinds of students' work that can be included in a portfolio. The students' works that can be included in the portfolio are not only the product of classroom activity but also stories and charters. The students have the right to choose which works that they want to include in the portfolio. The selection of the portfolio content and the condition for writing leads to a sense of agency and responsibility (Weigle, 2002). By having control over their portfolio content, students can develop a sense of ownership of their writing.

In fact, portfolio is used not only in educational institutions but also in business. Hartnell-Young and Morriss in Johnson, Mims-Cox, and Doyle-Nichols (2010) suggest three broad categories of portfolios: (1) formative portfolios, which are developmental; (2) summative portfolios, which are cumulative and include final assessments, products, or both; and (3) marketing portfolios, which are focused on job attainment and career advancement. In an educational institution, portfolio is usually applied in formative assessment because it allows students to revise over the entire course rather than just during the process for the individual paper. Table 4 is brief information about types, purposes, features and uses of formative portfolios, compiled by Johnson, Mims-Cox, and Doyle-Nichols (2010).

Table 4: **Formative-Developmental Portfolio Information**

Type	Purpose or Goals	Unique Features	Use
1. Comprehensive (Johnson, Mims-Cox & Doyle-Nichols, 2006)	To store a myriad of artifacts to be used for career and academic advancement	Contains an up-to-date resource file with organizational features	To select specific artifacts to develop different types of focus portfolios
2. Resources (Taskstream, www.taskstream.com , a commercial Web site)	To store a myriad of artifacts	Contains an ongoing, systematic collection of work over time	To select specific artifacts to develop the presentation portfolio
3. Working (Campbell et al., 2001)	To show professional growth	Contains an ongoing, systematic collection of work over time	For self-assessment and goal setting
4. Growth (Mueller, 2008)	To show growth and change over time	Looks at development over time; includes strength and weaknesses	For evaluation and goal setting

From the previous information, the type of portfolio which is suitable to be used in this research is the growth portfolio suggested by Mueller (2010). It is because the goal of this portfolio is to show growth and change over time which is in line with the goal of this research.

In addition, Hyland (2002) states that there are two types of portfolio: a showcase type and a process type. A showcase portfolio contains only the best work of the student's writing, while a process portfolio display a collection of both draft and final products. However, the practice of the two types of portfolio are still contain of assembling texts over time, and that can encourages students to observe changes and discover something about the entries and their learning.

There are some advantages of portfolio assessments in the teaching of writing. Reid (1993) in Hyland (2002) proposes five advantages of portfolio evaluation.

- a) It reinforces commitment to writing processes and multiple drafts.
- b) It establishes the course as developmental and sequential.
- c) It establishes a classroom writing environment as the basis for effective writing.
- d) It allows a more complex look at the complex activity of writing.

In addition, Belanoff and Dikson (1991), Purves et al. (1995) in Hyland (2002) say that portfolio can be used as a way to strengthening learning by exposing students to a variety of genres, encouraging them to reflect on their writing process and promoting greater responsibility for writing. Portfolios are said to enhance learning by increasing teachers and students' involvement in the writing-testing process and by engaging students in a variety of tasks.

However, it can be a problem when results of portfolio assessment are used to evaluate instructions and a curriculum (Weigle, 2002). The teacher may become more invested in the portfolio and may take on more directive role in the portfolio, that can reduce the students' investment in and ownership of the portfolio. To overcome this problem, Weigle (2002) suggested that the portfolio should include both timed and untimed writing. It is aimed at making sure that some independent work is included.

The timed writing is the work that is done in class, while the untimed writing is the homework or the individual work that is done at home. The timed writing or the class assignment writing can be used as a comparison for the homework to see whether there are differences between the homework and the class assignments or

not. In line with Weigle's (2002) suggestion, in this research the researcher includes the two kinds of writing, timed and untimed writing, because the researcher wants to know the development of the students' writing and whether the students do cheating or not.

b. The Major Phases of Portfolio Organization

A portfolio is not simply a collection of artifacts to be submitted as a completion of a program, but rather a dynamic process of planning, reflecting, collecting, and evaluating that occur throughout the entire program. In this research, the researcher needs to implement the portfolio cycle in order to gain the data of reflections and evaluation to be included in the portfolio assessment and it can be obtained by implementing the portfolio cycle. The cycle is adopted from Hamp-Lyons and Condon's cycle of portfolio in Weigle (2002). The researcher simplifies the cycle because of the limited time. The phases of the portfolio cycle are explained below.

- 1) Collection: the writer displays a range of writing performances in different genres.
- 2) Reflection and self-assessment: a student must reflect on her/his work in deciding how to arrange the portfolio and are asked to write reflective essay about her/his development as writer and how the pieces in the portfolio represent that development.
- 3) Delayed evaluation: a student is given opportunity and motivation to revise written products before a final evaluation is given.

- 4) Evaluation/Assessment: the final evaluation of the portfolio in which the portfolio is scored.

The simplified cycle is shown below.

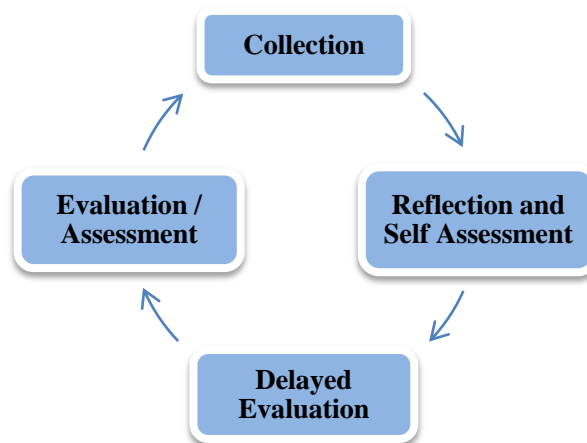


Figure 2: **The Portfolio Cycle**

From the cycle, the scoring of portfolio is on the last phase. Because the portfolio that was used in this research is a type of process portfolio, the writing that was submitted is not only the finished product of the students' writing. The draft of the writing was also submitted. It is intended to see the progress that the students made. The rubric that was used should be able to measure the students writing ability and the students' progress through the draft and the revision that are submitted by the students.

c. The Portfolio as a Whole

The criteria on which the portfolio itself is assessed relate directly back to the purpose for the portfolio and may include additional organization and selection criteria (Erlandson, 2004). The criteria for the portfolio should reflect those

elements that the teachers have determined are critical to the development of the portfolio.

Since a portfolio includes a variety of texts, developing scoring criteria involves making decisions about how to deal with the various parts of the portfolio in determining an overall score (Weigle, 2002). Hamp-Lyons and Condon in Weigle (2002) provide four dimensions to be considered in assessing the portfolio. The dimensions are characteristics of the writer, characteristics of the portfolio as a whole, characteristics of individual text and intratextual features. The four dimensions of portfolio assessment are shown below.

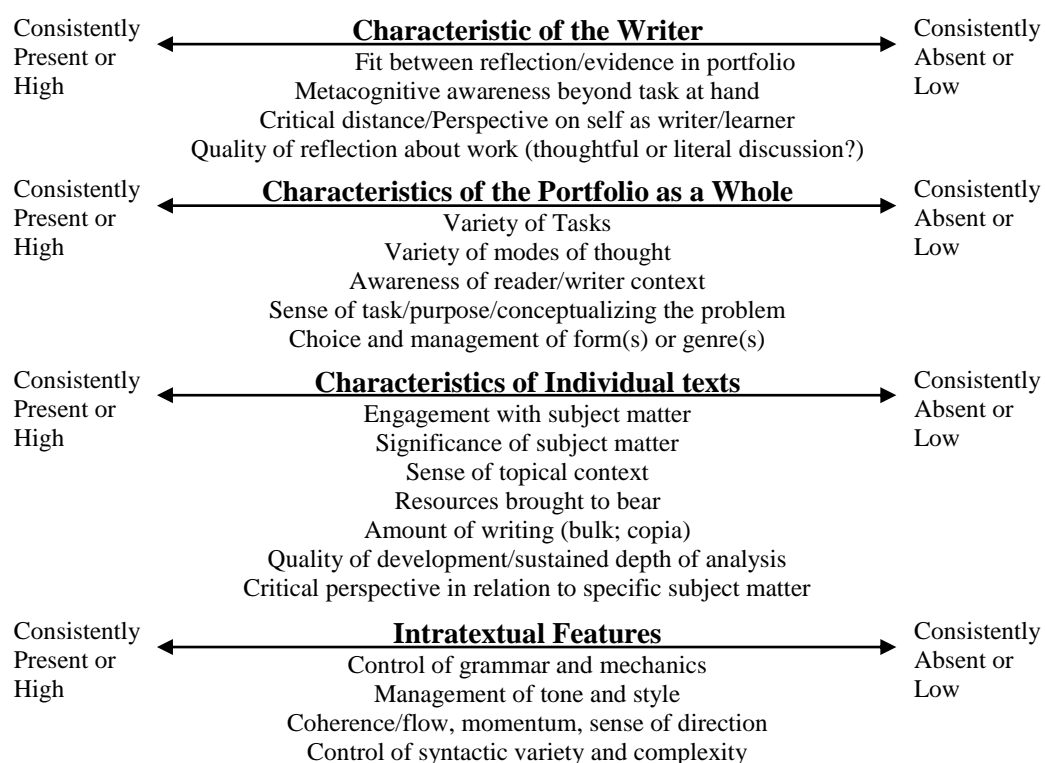


Figure 3: The Four Dimensions of Portfolio Assessment

The characteristics of the writer encompass criteria related to evidence of the writer's process of reflection and self-awareness. Characteristics of the portfolio

as a whole include criteria related to the range of writing tasks and the writers' ability to find appropriate strategies for different writing assignments. The last two dimensions are important for evaluating single samples of writing. The rubric that was developed in this research was adapted from the four dimensions that have been explained previously.

However, not all of the criteria above are included in this rubric. The researcher only chooses some criteria that are relevant to the students' level of proficiency. The researcher also makes some modification to the criteria in order to make the scoring more effective. The criteria for the rubric are mentioned below.

1) Characteristics of the writer

Criteria: Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand

2) Characteristics of the portfolio as a whole

Criteria: Variety of tasks and variety of modes of thought

3) Characteristics of individual texts

Criteria: Amount of writing and quality of development/sustained depth of analysis

4) Intratextual features

Criteria :a) Control of grammar and mechanic

b) Coherence/flow, momentum, sense of direction

4. Scoring Procedures for Writing Performances

After teachers design a classroom test, they have to consider how the test will be scored. Scoring procedures are important things in writing assessment because the scores are used to make decision and inferences toward the students' achievements. Defining the type of rubric is the first decision in determining the final score whether a single score is given to each script or each script is scored according to several aspects of writing.

5. Definition of Rubric

Zimmaro (2004), states that a rubric is a systematic scoring guideline to evaluate students' performance (papers, speeches, problem solutions, portfolios, cases) through the use of a detailed description of performance standards. It is used to get consistent scores across all students. A rubric also allows students to be more aware of the expectations for performance and consequently improve their performance.

In order to get an accurate measurement, teachers need to consider the objective of an assessment in order to select the appropriate kind of rubric that will be used to score the students' performance. According to Weigle (2002), there are four factors to consider in designing rubrics. The factors are: (1) the people who are going to use the rubric, whether they are the constructor, the assessor or the user of a test, (2) the most important aspects in writing and the way how they will be divided, (3) the number of scoring levels that will be used, (4) the way how the scores will be reported. Therefore, the criteria that are included in scoring rubrics will be different from one writing assessment to another.

At school, the teaching of writing is based on the standard of competence and the basic competency in the Curriculum. Then, the Standard of Competence and the Basic Competency will be divided into text types. Therefore, the aspects of writing that will be measured and the scoring criteria that will be developed are different between one assessment and the other assessments. The differences depend on the standard of competence and the basic competence and the text types that are taught.

6. Proficiency and Achievement Rubrics

When choosing or developing scoring rubrics to measure L2 writing, the distinction between measuring proficiency and achievement is necessary for deciding what should be included in the rubric (Becker, 2010). Proficiency rubrics measure the degree to which language learners have reached some level of language ability. However, considering that the notion of writing ability is troubling to define, it is difficult to choose or design scoring rubrics to measure writing proficiency of students (Weigle, 2002).

Achievement tests target the degree of achievement by individuals on a range of criteria related to a specific curriculum. An achievement assessment largely provides information about students' progress or readiness for subsequent levels of instruction (Hughes in Becker, 2010). Therefore, the features included in the scoring rubrics should reflect what students have been taught. Moreover, it is important that rubrics for measuring writing proficiency are not substituted when choosing or developing scoring rubrics for classroom-based writing achievement assessment (Becker, 2010).

The rubric developed in this research is concluded in achievement rubric because it assesses the students' writing ability within a semester and based on the Curriculum. The criteria included in the rubric should measure the students' writing ability that covers the lesson that has been taught in a semester. Because this research was conducted within the first semester of the academic year 2012, the criteria that were included in the rubric should be based on the Standard of Competence and Basic Competency (*Standar Kompetensi dan Kompetensi Dasar/SKKD*) of this semester.

7. Kinds of Rubric

One of the first decisions to be made in determining a system for scoring is what type of rating scale will be used. A tests designer is commonly uses three kinds of scoring; they are holistic, primary trait and analytic scoring.

a. Holistic Scoring Rubric

A holistic scoring rubric is used when a test designer wants to make a fast evaluation. According to Clark (2003), holistic scoring requires readers to read quickly, seeing the whole essay as greater than the sum of its parts. Holistic scoring looks at the sample as whole pieces of a discourse and sees that the whole is greater than the sum of its parts. However, Brown (2004) states that in classroom instructional purposes, holistic scores provide very little information. Some advantages and disadvantages of holistic scoring rubric can be seen in table 5 (Becker, 2010).

Table 5: **Advantages and Disadvantages of Holistic Scoring**

Advantages	Disadvantages
Emphasis is on what writers do well and not on deficiencies (Cohen, 1994) Validity is greater because it reflects authentic, personal reaction of reader (White, 1984) Scores are determined quickly (Weigle, 2002)	Scores do not provide diagnostic information; reliability is reduced (Song & Caruso, 1996) Scores can depend more upon the rater than upon text qualities (Hamp-Lyons, 2003) Information for deciding what to target next is insufficient (nelson & Van Meter, 2007)

A holistic scoring is typically used to measure written performance in large-scale testing situations. Large-scale tests, such as aptitude and placement tests, typically involve a large concentration of examinees taking the test at a given time. Therefore, because of its efficacy, holistic scoring is often used to make quicker, more efficient scoring decisions in these testing situations.

b. Analytic Scoring Rubric

An analytic scoring scores six major elements of writing (content, organization, discourse, syntax, vocabulary and mechanics) which enable the students to home in on weaknesses and to capitalize on strength (Brown, 2004). Clark (2003) states that analytic scoring focuses on traits that tend to be universal (word choice, punctuation, and the like).

Analytic scoring rubrics typically include several writing components, such as accuracy, cohesion, content, organization, register and appropriateness of language conventions (Becker, 2010). Unlike in holistic scoring there is a description that encompasses several subsets for each scoring category in analytic scoring. Analytic scoring allows the rater to focus on various aspects of an

individual's writing and score some traits higher than others (Becker, 2010). From all the advantages of analytic scoring, Brown (2004) states that analytic scoring is best serve the classroom evaluation of learning. Below are some advantages and disadvantages of analytic scoring (Becker, 2010).

Table 6: Advantages and Disadvantages of Analytic Scoring

Advantages	Disadvantages
Categories are not collapsed into one inflated score; can train raters easily (Cohen, 1994) Generalization to different writing task is possible (Weigle, 2002) Reliability is improved (Huot, 1996; Knoch, 2009) Can help to identify writers' strengths and weaknesses; provides diagnostic information (Becha, 2001; Carr, 2000)	Rating on one scale may influence rating on another; scales may not be informative for respondents (Myford & Wolfe, 2003) Development can be time consuming and expensive (Hamp-Lyons, 2003; Weigle, 2002) Writing subskills cannot be separable (White, 1984) Raters may judge the scales holistically to match holistic impression (Nakamura, 2004)

In addition, because of its utility in providing diagnostic information, analytic scoring is often used in diagnostic testing. Analytic rubric provide separate categories for writing components, therefore, they can help to identify the specific strengths and weaknesses of writers (Becker, 2010). Furthermore, analytic scoring is often used in classroom-based achievement tests, because this type of scoring is helpful in providing more directed feedback to students and teachers (Brown & Hudson in Becker, 2010).

c. Primary Trait Scoring

A primary trait scoring focuses on how well students can write within a narrowly defined range of discourse. This type of scoring emphasizes the task at

hand and assigns a score based on the effectiveness of the text's achieving that one goal, for example: to persuade the reader (Brown, 2004). Primary trait scoring offers some feedback but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose. Below are the advantages and disadvantages of primary-trait scoring (Becker, 2010).

Table 7: **Advantages and Disadvantages of Primary-Trait Scoring**

Advantages	Disadvantages
Attention is given to one writing aspect at a time (Cohen, 1994) Scale fits specific task at a hand (White, 1985)	Scales are not integrative (Cohen, 1994) Development is labor intensive (Weigle, 2002)

Mellon (1975) and Cooper (1977) in Clark (2003) find that holistic scoring is a reliable way to measure writing samples when well trained readers from similar backgrounds use it to evaluate students writing. In addition, Wolcott (1998) and White (1994, 2000) in Clark (2003) find holistic scoring to be the best method for scoring because it is reliable and requires each scorer to look at the essay as a whole. However, on his study, Becker (2010) found that analytic rubrics appear to be much more informative about students' writing and these rubrics helped to guide teachers' feedback about students' weaknesses. Therefore, analytic rubric is the appropriate rubric to be used in this research because the objective of the rubric is to see the improvement that the students make in their writing.

The design of a scoring rubric is important to analytic scoring. Clark (2003) states that many researchers including White (1994) and Wolcott (1998) in Clark (2003) believe that the scorers must develop their own rubric in order to be

successful. Therefore, this study is aimed at helping the teachers to develop an analytic rubric to assess the students' writing through portfolio assessment.

8. Components of the Rubric

A rubric contains three important properties; they are criteria, descriptors and level of scores.

a. Criteria

Criteria are characteristics of good performance on a particular task (Mueller, 2010). Criteria are indicators that the raters or teachers used to identify what the students know and are able to do. Each aspect of writing has different criteria. The criteria represent the quality of the performance that the students should carry out.

b. Levels

A level is the description of the degree of proficiency expected for a test taker to be placed in a certain position on a scale (Richards and Schmidt, 2002). Students better understand what good (or bad) performance on a task looks like if levels of performance are identified, particularly if descriptors for each level are included.

There are some ways to describe levels' mastery. Some experts use descriptive scales such as "poor", "adequate", "good" and "expert". However, numerical scales such as 1-2-3-4-5 can also be applied. Both descriptive scales and numerical scales aim to describe the students' performance from none to complete mastery. In this research, the researcher chooses the numerical scales to be used in the rubric that she developed.

c. Descriptors

Descriptors are statements of expected performance at each level of performance for a particular criterion in a rubric (Mueller, 2010). Descriptors explain the achievement for each level of performance in each aspect of assessment. Each level of performance has different descriptor and therefore, it will make the teachers easier in grading the students' work.

B. Relevant Research Studies

Puspitasari (2011) agrees that writing is the most difficult skill for students to learn. Therefore, assessments are important in the teaching writing in order to measure the students' ability. She developed a writing rubric because in SMK N 5 Yogyakarta, the teachers did not use a rubric to measure the students' ability. A rubric is needed in an assessment in order to get a fair and accurate measurement of the students' achievement.

From the observation, she found that the teachers only use feeling to judge the students' writing. The rubric that was developed by Puspitasari is very useful for the writing assessment in that school. The teachers then can adapt the rubric that she made to design another rubric.

The findings of her research show that the designed rubric covers eight aspect of writing performance, namely relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation), mechanical accuracy II (spelling), and mechanical accuracy III (capitalization). Each aspect of writing performance is written in three important properties of rubric, namely (1) criteria, (2) levels of

scores, and (3) descriptors. The criteria represent indicators of good performance on a task. Similar to this rubric, the rubric which was developed by the researcher covered the writing performance into the three important properties used by Puspitasari (2011).

Conrad (2001) conducted a research study about second language portfolio assessment. The use of portfolios as a means of assessing writing in first and second language contexts has emerged mainly in response to a general dissatisfaction with more traditional forms of writing assessment (Conrad, 2001). The result of his research shows that no form of writing assessment has been found to be perfect, and the best course of action is to base overall judgments of writing proficiency on the results of multiple measures, which may include a portfolio assessment instrument.

Becker (2010) conducted a research study entitled examining rubric used to measure writing performance in U.S. intensive English programs. The result shows that a holistic rubric is more often used by teachers in U.S. to assess students' writing performance than an analytic rubric. One of the reasons is that holistic scoring seems to be less time consuming than other scoring approaches. However, this study is aimed at developing an analytic rubric for portfolio assessment in writing because an analytic rubric is more informative than holistic rubric.

C. Conceptual Framework

Based on the literature review described previously, a conceptual framework is constructed. This conceptual framework is aimed at focusing this research study on the problem concerned.

English has four language skills namely listening, speaking, reading and writing. Speaking and writing are categorized as productive skills. Both of those skills are categorized as difficult skills. However, writing is not a skill that develops naturally. In order to have a good writing ability, the students need to practice. Junior high school students are expected to be able to write some kinds of written texts based on those set in the school Curriculum. Teachers need to measure the students' ability in writing in order to know their achievement. Therefore, there should be an assessment.

An assessment for writing should be the assessment that could measure the students' ability in writing, that is, writing performance assessment. Teachers cannot only use an objective test or a sentence completing task to measure the students' ability in writing because that assessment does not represent the students' performance in writing.

In fact, there are many problems found at school related to the writing assessment. One of them is that some students do not do their assignment originally by themselves. Some students do cheating when they do writing assignments. Another problem is that there is limited time to teach writing at school. As a result, there should be homework. Teachers cannot monitor students when they do the homework. Other problem is that writing is one of the language

skills included in national examination. Therefore, teachers should seriously teach writing to the students.

Portfolio writing is an assessment technique that can be applied by teachers to overcome the problem. Through portfolio assessment, teachers can monitor the students' progress in writing even though the writing process takes place at home.

However, choosing and designing the scoring guide are important as well as designing the writing assessment. It is difficult to design a scoring rubric that contains a set of criteria which can appropriately measure the students' writing ability. The scoring rubric should be developed based on the types of assessment and the writing performance that is measured. Therefore, a deep research should be conducted to develop the portfolio rubric.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is classified into Research and Development (R & D) as the objective of this study is to develop a product that can be used in an educational setting. The product is systematically field tested, evaluated, and revised until it meets specified criteria of effectiveness, quality or standards (Gall, Gall & Borg, 2003). The product of this research is a rubric for portfolio assessment which is used to assess Junior high School students' writing performances.

B. Research Design

Educational Research and Development, according to Borg and Gall (1983) is a process used to develop and validate an educational product. The steps of the process in R & D is usually referred to as the Research and Development cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage (Borg and Gall, 1983). This cycle was repeated until the field test data indicate that the product meets the defined objective.

There are some different models of Research and Development. This research adopts the model of R & D proposed by Dick and Carey in Gall, Gall & Borg (2003). However, the researcher simplified the model of the R & D cycle in

order to make the procedures relevant to her study and to make it more effective.

The simplified model is described below.

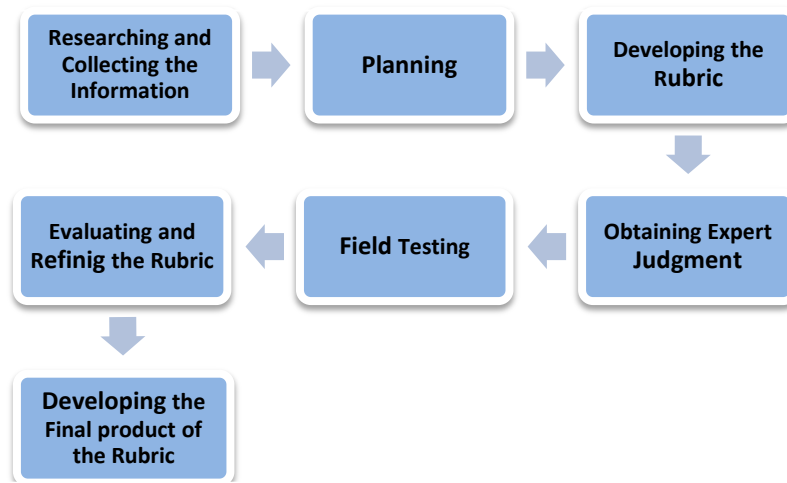


Figure 4: **Research and Development Cycle**

The researcher simplified the process of the research in the model into the following procedures: researching and collecting the information, planning, developing the rubric, obtaining expert judgment, reviewing the rubric, field testing, evaluating and refining the rubric and developing the final draft of the rubric. Conducting the needs analysis belongs to the first step in Dick and Carey's model. It was also in the first step in this model. The first, second and third steps in this model are the same as in Dick and Carey's model. Expert judgment was needed to obtain the validity of the product before the field testing. The suggestions and feedback from the expert was used to review the rubric. In this model, the researcher only conducted the field testing of the product once. It was due to the limited time of implementation. After the field test, the researcher made the main revision of the rubric and developed the final product of the rubric.

C. Research Procedures

1. Researching and Collecting the Information

In this step, the researcher conducted a needs analysis and a curriculum analysis to fulfill the learning and the students' needs. The data were collected through interviewing three English teachers of SMPN 15 Yogyakarta. As a complementary instrument, the researcher also distributed a questionnaire before the interview. The data collected from the questionnaire were used to cross check the data of the interview. The organization of the interview is shown below.

Table 8: **The Organization of the Interview**

Purpose of Questions	Components	Question Numbers
To find some personal information about the English teachers	a. The name of the teacher b. Class being taught c. Educational background d. Teaching experience e. Teaching training or seminar	Part I 1, 2, 3, 4, 5
To find some information about how English is taught in SMPN 15 Yogyakarta	Description about how English is taught	Part II 1
To find some information about how the English skills are taught and evaluated	Listening , Speaking, Reading, Writing	Part II 2,3
To find some information about the teaching of writing	Writing assessment techniques	Part II 4,11, 12,
To find some information about the students' writing ability	Description about the students' writing ability	Part II 5, 6,
To find some information about the writing tasks and genre	Kinds of texts and tasks	Part II 7, 8
To find some information about the writing assessment	Description about how to assess students' writing	Part II 9, 10, 13, 14, 15, 16, 17, 18
To find some information about the criteria to assess students' writing performance	Aspects of writing to consider	Part II 19

(continued)

(continued)

Purpose of Questions	Components	Question Numbers
To find some information about the rubric of writing	Kinds of rubric	Part II 20
To find some information about portfolio assessment and rubric	Description about portfolio assessment and rubric	Part II 21, 22, 23, 24, 25, 26, 27
To find some information about the explicitness of the performance assessment to the students	Information about criteria of writing assessment to be told to the students	Part II 28

Step 1 in this modified model involved the exploration of needs followed by contextual realization of the needs. The needs analysis is used to identify a product needed by the teacher and students. After the educational product had been identified, a literature review was undertaken to collect research finding and other information related to the planned development.

2. Planning

In this step, the researcher used the result of the interview and the curriculum analysis to design the criteria of rubric needed in a writing assessment. The researcher also planned the research procedures that were needed in implementing the research. The researcher should consider the time allocation needed in the implementation.

3. Developing the Rubric

In this step, the researcher developed the rubric based on the criteria needed. There are many writing aspects to be measured in portfolio assessment, not only the textual features of the writing. A variety of goals can be obtained from portfolio assessment, such as to store a myriad of artifacts to be used for career

and academic advancement, to show professional growth, to show growth and change over time and to assess and evaluate students and programs (Johnson, Mims-Cox and Doyle-Nichols, 2010). Therefore, the researcher should find a theory about portfolio assessment that was relevant to the goal of portfolio assessment that would be obtained.

The researcher adapted the aspects of portfolio assessment in writing suggested by Hamp-Lyons and Condon in Weigle (2002). There are four aspects of portfolio assessment proposed by Hamp-Lyons and Condon: characteristics of the writer, characteristics of the portfolio as a whole, characteristics of individual texts and intratextual features. Each aspect has its own criteria to be assessed. However, the researcher chose only some criteria to be included in the rubric based on the goal and the students' level of proficiency.

The aspects of writing were graded into five levels of score. The scores ranged from one to five in which one was the lowest score and five was the highest score. Each score has its own description so that the teacher could determine the students' score easily.

4. Obtaining Expert Judgment

After the rubric was designed, the researcher conducted an evaluation. The evaluation involved a writing assessment expert. The expert gave judgment to the designed rubric. The judgment was used to investigate the content validity, the concept and the theories underlying the design rubric to assess students' writing through portfolio assessment. The researcher made some revision toward the rubric until it met the standard of writing evaluation.

5. Field Testing

The revised rubric was implemented to all of the participants of the research; they were the English teachers of the VIII grade students. The researcher asked them to use the rubric to assess the students' writing performance.

6. Evaluating and Refining the Rubric

After conducting the implementation, the researcher conducted an evaluation. The researcher used a semi guided interview to conduct the evaluation. The researcher interviewed the teachers to get feedback for the rubric and suggestions to improve the rubric.

7. Developing the Final Product of the Rubric

The final product of the rubric was developed after the evaluation. The evaluation aimed to find some essential information related to the designed rubric and some solution which was needed to revise the rubric. The revised rubric is called the final product of the research.

D. Research Respondents

The respondents of this study were three English teachers of SMP Negeri 15 Yogyakarta and a university student. They were involved in getting the data of a needs analysis and writing assessment. However, the university student participated only in the rubric implementation to substitute one of the English teachers because she was retired. The researcher was also involved in getting the data of writing assessment. The implementation of the rubric was conducted in Grade VIII B students of SMP Negeri 15 Yogyakarta.

E. Setting of the Research

This research was conducted at SMP Negeri 15 Yogyakarta from 8th August 2012 to October 2012. SMPN 15 Yogyakarta is located on Tegal Lempuyangan Street No. 61 Yogyakarta. There are 10 classes for each grade. Class A and B for each grade are bilingual classes. Each class consists of 34 up to 35 students in average.

F. Instruments of the Research

The instruments that were used in this research were interviews and questionnaires. The interviews were used to collect the data of needs analysis and the evaluation of the rubric. However, questionnaire was used only to support the data of the interviews: to cross check the responses of the participant when the researcher conducts the interview. The use of the instruments is described as follows.

1. Instruments Used in the Needs Analysis

The researcher used interviews and a questionnaire to collect the data of the needs. However, the questionnaire was used only as a complementary instrument. The needs analysis was conducted by interviewing three English teachers of SMP 15 Yogyakarta. The researcher chose this technique due to the limited time and opportunity to contact thirty English teachers from different schools if she used questionnaires to collect the data. The researcher developed a semi guided interview to find out the teachers' expectation about the rubric and the reality happens at SMPN 15 Yogyakarta in relation to the teaching of writing. The researcher prepared questions to be asked to the teacher before doing the

interview. She might ask some more questions related to the topic to get deeper information from the respondents. The researcher distributed a questionnaire before she did the interview and used the data collected from the questionnaire to cross check the responses of the interview.

2. Instrument Used in the Review of the Rubric

Before implementing the rubric, the researcher contacted an expert to review the rubric and had consultation about the rubric. An expert judgment was used to fulfill the validity of the rubric.

An implementation was needed to measure the reliability of the rubric. After the implementation, the researcher did an interview with the teachers involved in the implementation to get their responses about the rubric. The data were used to revise the rubric.

3. Instrument Used in Rubric Evaluation

The researcher conducted an interview with two English teachers after writing assessments to evaluate the rubric and to get the teachers' responses about the final product of the rubric. One of the teachers who participated in the needs analysis could not participate in the evaluation of the rubric because she was a new teacher at that school and she did not have much experience yet in teaching junior high school students because previously she taught elementary school students.

G. Data Collection Techniques

The data of this research were collected through implementing the instruments. The researcher interviewed three English teachers of SMPN 15 Yogyakarta to collect the data of needs about the writing assessment that they usually do, the kinds of rubric that they usually use, and about their expectation of the writing assessment and the writing rubric. The data collected from the needs analysis were used as a consideration to design the writing rubric.

To test the validity of the rubric, the researcher contacted an expert to judge whether the rubric was valid or not. The reliability of the rubric was measured by implementing the rubric. The researcher asked the English teachers to use the rubric to assess the students' writing performance. After the writing assessment, the researcher interviewed the teachers about the rubric. The result of the interview was used to evaluate and revise the rubric.

H. Data Analysis Techniques

The collected data on the R & D were qualitative in nature. However, there were some quantitative data to support the qualitative data. The qualitative data such as field notes, interview transcripts and evaluation from the writing expert and the English teachers which were in the form of semi guide interviews, were analyzed based on the qualitative data analysis proposed by Miles and Huberman (1994).

The qualitative data were analyzed in four steps. The first step was collecting the data. It was followed by data reduction in which the data were selected, focused, simplified, abstracted and transformed by summarizing or paraphrasing

the interview transcripts and field notes. Data reduction is a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified. It is supported by Tesch (1990) in Miles and Huberman (1994) who states that the data reduction can also be seen as data condensation.

The next step was data display. The data that had been reduced were then organized and compressed. The data display of this research was in the form of text: field notes and interview transcripts. Finally, the last step was making a conclusion drawing and verification.

Meanwhile, the students’ writing performances were scored by using the designed rubric. The result of the students performances were analyzed by statistical data analysis, that is, the Pearson Product Moment Correlation technique to find the reliability coefficients among raters. The mean and standard deviation of the data were analyzed by using descriptive statistics.

I. Validity and Reliability of the Research

The rubric which was used to assess students’ writing performances should have criteria of validity. The result of the validity determines the judgment whether or not the ability can indeed be measured. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences that a researcher made.

The validity employed in designing this rubric was content validity. Content validity is determined systematically by conducting a set of operations such as defining in a precise term the specific content universe to be sampled, specifying

objectives, and describing how the content universe is sampled to develop the product, in order to judge whether or not the designed rubric has content validity, specification of the skills or structures that it is meant to cover is needed.

In order to fulfill the content validity the researcher involved a writing expert to give judgment to the designed rubric. It was intended to measure whether or not the rubric contained aspects needed to assess students' writing performance. The revision of the rubric was conducted when there were some parts in the rubric which was considered inappropriate or ineffective. In addition, the revision was done according to the writing expert's suggestion.

After the rubric was revised, it was implemented in the writing assessment to get the empirical data of the assessment. Before the implementation, the teacher should apply some steps of portfolio assessment in order to get various kinds of tasks and students' reflections which were needed in the portfolio assessment. After all of the tasks and reflections are completed, the researcher and two English teachers conducted the writing evaluation by using the rubric. The researcher then investigated the teachers' experiences in using the rubric. The data collected from the investigation were used as the input to write the final product of the rubric.

In relation to reliability, the researcher applied an inter-rater reliability to calculate the reliability coefficient among raters in assessing the students' writing by using the rubric. Inter-rater reliability refers to the tendency of different raters to give the same scores to the same scripts. Weigle (2002) points out that inter-rater reliability is the consistency ratings among different raters.

CHAPTER IV

RESEARCH FINDINGS

A. The Result of the Needs Analysis

The needs analysis was considered important as it provided inputs for the researcher to design the rubric. The researcher interviewed the English teachers in order to get information related to the writing assessment. The interview consists of two parts. The first part aimed to know the teachers' personal information and the second part aimed to gain the information related to the assessment. The interview was in the form of semi guided interview in order to get deeper information from the respondents, in addition the researcher distributed questionnaires before the interview to cross check the teachers' responses. The form of the interview and the questionnaire of the needs analysis were included in the appendices.

The needs analysis was conducted on 9th and 11th of August 2012. There were three English teachers who participated in the interview. Later, the researcher calls them T1, T2 and T3 in order to make the differentiation of the statements easy. One of them is a new teacher in SMPN 15 Yogyakarta. In her previous time, she taught English in an elementary school, therefore she could not give much information related to the teaching of English in junior high schools because she did not have much experience.

However, the result of the questionnaires was different from that of the interview. In the questionnaires, the teacher stated that they know portfolio assessment and they ever used it in an assessment. However, in the result of the

interview, the teachers only have limited knowledge of portfolio assessment and they never use it in an assessment. Some of the teachers' answers in questionnaires did not suit their responses in the interview. The researcher has clarified their answer by asking them directly after the interview. The right answers were the response of the interview. Therefore, the researcher only presents the result of the interview to analyze the needs. From the needs analysis, there were some results that the researcher obtained.

1. The Teaching of Writing

The three English teachers at the school have similar problems in teaching writing. Based on the interview, the main problems that the teachers faced in teaching writing is in the teaching of grammar and word choice. The teachers said that the students still found difficulties in creating sentences using the right tenses. Sometimes, the students can make a complete sentence, but the verb that they use is inappropriate, for example: a student is expected to make a sentence that explains a past activity but the verb that he/she uses is in a present tense. In addition, the sentences that the students make sometimes are meaningless because they use inappropriate word choice.

2. The Students' Writing Ability

SMP Negeri 15 Yogyakarta has two types of classes. They are bilingual classes and regular classes. The bilingual classes are the grade VII, VIII and IX A and B, whether the regular classes are grade VII, VIII and IX C, D, E, F, G, H, I

and J. therefore, there are various levels of students' level of proficiency in SMP Negeri 15 Yogyakarta.

The teachers said that students of bilingual classes usually have better mastery of writing than students of regular classes. It is because the quality of the students themselves is different and the input that they get is also different. The students of bilingual classes are more familiar with English because they get more exposure of English in the classroom, every day. Therefore, the students of bilingual classes have better writing ability than the regular classes' students.

3. The Writing Tasks and Genre

From the interview, the researcher knows that the three English teachers knew what types of texts that they have to teach to the students. When the researcher asked them what kinds of texts they usually taught to the students, they mentioned descriptive, narrative, recount and short functional texts. They know that the choice of texts was based on the curriculum. However, in practice, they did not know when or in what semester they have to teach a descriptive or recount text. For them, the importance of the teaching was that they taught all of the text types included in the curriculum. They did not always check the syllabus to know when they should teach, for example, descriptive or short functional texts.

In connection with the writing task, the three English teachers have their own statement. T1 said that she often taught writing up to a sentence level. She focused the teaching of writing to create simple sentences. Almost similar with T1, T3 said that the teaching of writing in junior high schools was up to a paragraph level. She taught the students to create sentences and then guided them to arrange

a paragraph from the sentences that they made. The sentences that were usually learned by the students were mostly in the form of simple sentences.

Different from the two teachers, T2 said that the teaching of writing in junior high schools was up to creating a simple essay. According to her, the students, especially Grade VIII and grade IX students were able to write more than two paragraphs or at least, she would give the students one assignment to write two paragraphs. However, although the students are able to write many sentences, they still have problems related to grammar.

4. The writing Assessment

Based on the interview, the three English teachers had a same method for assessing students' writing. They combined multiple choice tests, arranging jumbled sentences or completing sentences and writing into one assessment for the final examination. However, for the daily assignment or examination, they use writing performance.

5. The Rubric of Writing

The English teachers in SMPN 15 Yogyakarta, especially Grade VIII teachers, already used a rubric in their writing assessments. They developed the rubric by themselves; they did not copy it or adapt it from books or other sources. The teachers considered the students' level of proficiency when they developed the rubric. Sometimes, they need to differentiate the level of difficulty of a test for different classes. Therefore, they also need to differentiate the standard of measurement for different classes.

6. The Criteria to Assess Students' Writing Performance

The three English teachers used different criteria for assessing writing. The criteria of writing assessment for T1 were grammar, word choice and sentence structure. T1 usually focuses her teaching up to the sentence level; therefore, she does not need many criteria for the rubric. T2 employed more criteria for her rubric than that for T1 because she already taught the students to write more than one paragraph. The criteria for her rubric were grammar, punctuation, spelling and meaningful sentences. Similar to T1, T3 also did not employ many criteria for the writing rubric. She only used grammar, word choice and neatness for the criteria in her rubric.

7. Knowledge of Portfolio Assessment

In the interview for the needs analysis, the researcher also asked the teachers' knowledge about portfolio assessment. The question is aimed at knowing how well the teachers know portfolio assessments. From the interview with the three English teachers, it could be concluded that the teachers had limited knowledge of portfolio assessment. All that they know about portfolio assessment was that portfolio is simply a collection of students' works. They did not know the kinds of works that can be included in the portfolio or how the works are collected. The teachers did not even know that there are many kinds of portfolios and many goals that can be achieved through portfolios. Because of their limited knowledge, they never apply portfolio assessment in their teaching and learning process.

According to the teachers, the criteria included in the rubric for portfolio assessment were the same as the criteria included in the regular writing

assessment. The criteria that they mentioned were grammar, punctuation, word choice, spelling and sentence structure. In practice, the criteria for portfolio assessment should be different from the criteria for the general writing rubric because portfolio assessment covers more than one kind of students' writing. Therefore, the researcher considered that it was important to develop a rubric for portfolio assessment because the teachers did not have comprehensive knowledge of portfolio assessment. In addition, the teachers said that the criteria of assessment should be informed to the students so that they can prepare themselves to do the best.

B. Designing the Rubric

After conducting the needs analysis, the researcher started to design the rubric. She used the data of the needs analysis and relevant theories of writing assessment as the guideline. The researcher involved four dimensions of portfolio assessment proposed by Hamp-Lyons and Condon in Weigle (2002), namely characteristics of the writer, characteristics of the portfolio as a whole, characteristics of individual texts and intratextual features. Each dimension had some criteria of assessment and the criteria were described into some levels of measurement. However, the researcher chose five criteria to be included in her rubric which were the most important criteria for junior high school students. The selection of the criteria was aimed at making the assessment more effective. Each dimension was written in different sheets in order to make the rubric clearer. Figure 5 presents the model of the rubric.

The Dimension of Portfolio Assessment Criteria:	
Score	Descriptor
(the scoring levels which ranges from 1 to 5)	(the description of expected performance in each level)

Figure 5: **The Model of the Rubric**

Based on that model, the dimension of portfolio assessment was fulfilled by one of the four dimensions, for example characteristics of the writer. It was followed by criteria that indicated good performance of the standard of achievement. Additionally, the table consists of two rows and five columns. The rows were scores and descriptors. The scores were organized from five to one and followed by the descriptor of achievement in the descriptor column.

During the process of designing the rubric, the researcher needed to revise it until the rubric was considered appropriate to be field tested. The process of revision involved a writing expert. The researcher considered the suggestion and advice from the expert to revise the rubric. The first designed rubric was called the first draft of the rubric.

1. The First Draft of the Rubric

In the first draft of the rubric, the researcher employed four dimensions of portfolio assessment proposed by Hamp-Lyons and Condon (Weigle, 2002). The four dimensions are: characteristics of the writer; characteristics of the portfolio as

a whole; characteristics of individual texts; intratextual features. Each of the dimensions has its own criteria. The researcher chose only some criteria from the model to be included in the rubric. The choice of the criteria was based on the students' level of proficiency and the consideration that fewer criteria to be included would be more effective. The criteria of the rubric are explained below.

a. Characteristics of the Writer

In the dimension of characteristics of the writer, the researcher combine two criteria mentioned in Hamp-Lyons and Condon's model in Weigle (2002) into one criterion that is "Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand". The researcher chose those two criteria because those criteria are important to be used to measure the writer's awareness of the works. The rubric of the first dimension is shown in Table 9.

Table 9: Characteristics of the Writer

Score X2	Descriptor
5	Student provides clear and complete reflection for each artifact (the sentences are legible). There is clear and careful link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.
4	Student provides reflection for most of the artifacts. There is link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.
3	Student provides reflection for some of the artifacts. There is link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.
2	Student provides reflection for few of the artifacts. There is unclear link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.
1	Student provides limited reflection for the artifacts. There is no link between reflection and artifact. There is limited evidence of prewriting, drafting, revising and editing.

b. Characteristics of the Portfolio as a Whole

In this second dimension, the researcher chose the criteria of “Variety of tasks” and “Variety of modes of thought” in Hamp-Lyons and Condon’s model in Weigle (2002) as the criteria. The researcher combined those criteria into one criterion. The criteria become “Variety of tasks and variety of modes of thought”. The rubric is shown in Table 10.

Table 10: Characteristics of the Portfolio as a Whole

Score X2	Descriptor
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the writing that are different from the example and from other’s work and student can develop good paragraphs from those topics.
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student’s writing which are different from the example and form the other’s work and student can develop the topics.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student’s writing which most of them are different from the example and from the other’s work and few parts of the content is similar to the example or to the other’s work.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics of the writing. Most of the topics are similar to the example or to the other’s work and the content is also almost similar the topics that the student imitates.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other’s work.

c. Characteristics of Individual Texts

In the third dimension, that is “Characteristics of individual texts”, the researcher considered the amount of writing and the quality of development/sustained depth analysis. The criteria become “Amount of writing and quality of development/sustained depth of analysis”. The rubric can be seen below.

Table 11: **Characteristics of Individual Texts**

Score X6	Descriptor
5	All of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can make correction for the mistakes.
4	Most of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can correct their mistakes.
3	All of the artifacts consist of 100 words. There is difference between descriptive and recount texts in the content although the difference is sometimes unclear. Student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.
2	Most of the artifacts consist of 100 words. The difference between descriptive and recount texts in the content is not clear. Student is unable to correct most of the mistakes he/she made.
1	All of the artifacts consist of less than 100 words. The difference between descriptive and recount texts is unclear. Student cannot make correction for the mistakes that he/she made.

d. Intratextual Features

For the fourth dimension of the rubric, the researcher chose two criteria in Hamp-Lyons and Condon’s model in Weigle (2002). The criteria are control of grammar and mechanic and coherence/flow, momentum, sense of direction. The

researcher did not combine those criteria because the separate description will make the measurement clearer than if the descriptions are joined together. In this way, the student's weaknesses can be identified clearly, whether they lie in the control of grammar and mechanic or in the coherence/flow, momentum, sense of direction or even lie in both of them. Below is the description.

Table 12: Control of Grammar and Mechanic

Score X3	Descriptor
5	All of the texts show accepted standards of format, usage, spelling, punctuation, and capitalization at development level. 0-20% errors may be present.
4	In most of the texts, a few errors are made in format, usage, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.
3	Some errors are made in format, usage, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.
2	Many errors are made in format, usage, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.
1	Many errors in format, usage, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

Table 13: Coherence/flow, Momentum, Sense of Direction

Score X3	Descriptor
5	Text is sufficiently and logically developed. Central idea is clear. Transitions are effective.
4	The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas.
3	The structure may be confusing at times, but there is a recognizable introduction and conclusion. The connection between ideas may not always clear.

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Score X3	Descriptor
2	The structure may be confusing at times. There is introduction but the conclusion is not clear or even there is no conclusion. The connection between ideas is not clear.
1	Text lacks a clear sense of direction or development. The ideas are strung together loosely. There is no introduction and conclusion. It is hard to determine main point of development.

The first draft of the rubric above then was judged by an expert to know whether the rubric was appropriate or not. The judgment included the judgment of content validity, the concept and the theories underlying the design rubric. Based on the expert judgment, the researcher made some revision to the designed rubric.

2. Expert Judgment

After the first draft of the rubric finished, the researcher conducted an expert judgment. The revised rubric after the judgment is called the second draft of the rubric. In the second draft of the rubric, the researcher made some changes to the descriptions of the criteria. The researcher also needed to add one more descriptor that can be used to measure the development of the students' writing ability.

a. Characteristics of the Writer

The characteristics of the writer included evidence of the writer process of reflection and self awareness (Weigle, 2002). For the characteristics of the writer, the researcher did not make a lot of revision. The expert suggested the researcher to add articles in the descriptor. The suggestion can be seen in Table 14.

Table 14: The Expert's Suggestion for Characteristics of the Writer

Aspect of Assessment	Result of Validation	Suggestion
Characteristics of the writer	<i>Perlu penambahan article</i> (It is needed to add articles)	<i>Menambahkan article the di depan kata student</i> (Add an article before the word "student")

Based on the expert's suggestion, the researcher made some changes to the designed rubric. The changes hopefully made the descriptor clearer. The difference between the rubric before and after the judgment can be seen below.

Table 15: The Descriptor before and after the Judgment

Score	Before	After
5	Student provides clear and complete reflection for each artifact (the sentences are legible). There is clear and careful link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.	The student provides clear and complete reflection for each artifact (the sentences are legible). There is a clear and careful link between reflections and artifacts. Evidence of prewriting, drafting, revising and editing is present for each artifact.
4	Student provides reflection for most of the artifacts. There is link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.	The student provides reflection for most of the artifacts. There is link between reflections and artifacts. Evidence of prewriting, drafting, revising and editing is present for each artifact.
3	Student provides reflection for some of the artifacts. There is link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.	The student provides reflection for some of the artifacts. There is link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.

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Score	Before	After
2	Student provides reflection for few of the artifacts. There is unclear link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.	The student provides reflection for few of the artifacts. There is unclear link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.
1	Student provides limited reflection for the artifacts. There is no link between reflection and artifact. There is limited evidence of prewriting, drafting, revising and editing.	The student provides limited reflection for the artifacts. There is no link between reflections and artifacts. There is limited evidence of prewriting, drafting, revising and editing.

b. Characteristics of the Portfolio as a Whole

The characteristics of the portfolio as a whole include criteria related to the range of the writing task and the writers' ability to find appropriate strategies for different writing assignment (Weigle, 2002). In this dimension, the researcher considered the variety of task to be collected and the variety of modes of thought in the artifacts as the criteria. Because this rubric is aimed at measuring the development of the students' writing ability, there should be a statement which show the development of the students' writing ability.

The researcher added one more descriptor for this criterion and also revised some parts of the descriptor, based on the expert's suggestion. The descriptor that shows the student's writing development was added in the last sentence. The suggestion from the expert is shown in Table 16.

Table 16: **The Expert's Suggestion for Characteristics of the Portfolio as a Whole**

Aspect of Assessment	Result of Validation	Suggestion
Characteristics of the portfolio as a whole	<p>a. <i>Rubrik yang dibuat belum mampu mengukur perkembangan menulis siswa</i> (The rubric that was made cannot measure the students' progress in writing)</p> <p>b. <i>Penggunaan kata "the student's writing" dan "the topic of the writing" kurang tepat</i> (The use of "the student's writing" and "the topic of the writing" is inappropriate)</p>	<p>a. <i>Menambahkan deskriptor untuk mengukur student's progress</i> (Add a descriptor to measure the students' progress)</p> <p>b. -</p>

The difference between the descriptor before and after the revision can be seen below.

Table 17 : **The Difference between the Descriptor before and after the Revision**

Score	Before	After
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the writing that are different from the example and from other's work and student can develop good paragraphs from those topics.	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts that are different from the example and from other's work and the student can develop good paragraphs from those topics. The artifacts show much development of the student's writing.

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Score	Before	After
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student's writing which are different from the example and form the other's work and student can develop the topics.	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the artifacts which most of them are different from the example and from the other's work and the student can develop the topics into paragraphs. The artifacts show some development of the students' writing.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student's writing which most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work.	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts and most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work. The artifacts show a little development of the students' writing.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics of the writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar the topics that the student imitates.	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics for their writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar to the topics that the student imitates. The artifacts show little development of the students' writing.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other's work.	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other's work. The artifacts show no development of the students' writing.

c. Characteristics of Individual Texts

There are two points of revision in the third criterion. The first point is about the number of the students' writing. In the first draft of the rubric, the researcher predicted that the maximum number of the students' words would be more than one hundred words. The prediction was based on the interview with the English teacher of SMP Negeri 15 Yogyakarta. The teacher said that some students were able to write more than one hundred words in one or two paragraphs. However, when the researcher consulted the designed rubric with a writing expert, the expert said that the length of the writing for junior high school students in general is one hundred words. The researcher then discussed it with the teacher and the teacher agreed to use a hundred words as the maximum number of the students' words.

The second point of the expert's suggestion is about the difference between descriptive and recount texts. In the first draft of the rubric, the researcher considered the content of the texts as the distinction between descriptive and recount texts. However, the expert said that teachers cannot differentiate a descriptive text from a recount text only from the content of the text. There are many characteristics of the language that a text should contain which can differentiate it from another kind of text. Some examples of the characteristics are tenses, conjunction, and the use of proper nouns. Therefore, the expert suggested that the content was replaced with language features because it covered more characteristics than content. The expert's suggestion for the characteristics of individual texts can be seen in Table 18.

Table 18: The Expert's Suggestion for the Characteristics of Individual Texts.

Aspect of Assessment	Result of Validation	Suggestion
Characteristics of individual texts	<p>a. <i>Anak SMP belum sampai membuat writing lebih dari seratus kata</i> (Junior high school students are unable to write more than a hundred words yet)</p> <p>b. <i>Untuk membedakan descriptive dan recount tidak cukup hanya dilihat dari content-nya saja</i> (To differentiate between descriptive and recount texts, it is not enough to look at the content only)</p>	<p>a. <i>Panjang karya tulisnya antara 70-100 kata</i> (The length of the writing is about 70-100 words)</p> <p>b. <i>Perlu dibedakan language featuresnya juga</i> (It is also needed to differentiate the language features)</p>

Because the agreed maximum number of the student's words is one hundred words, the score levels for the amount of words are more various. The difference between the descriptors before and after the revision can be seen below.

Table 19 : The Difference between the Descriptors before and after the Revision

Score	Before	After
5	All of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can make correction for the mistakes.	Each of the artifacts consists of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and he/she can make correction for the mistakes.

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Score	Before	After
4	Most of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can correct their mistakes.	Most of the artifacts consist of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and they can correct their mistakes.
3	All of the artifacts consist of 100 words. There is difference between descriptive and recount texts in the content although the difference is sometimes unclear. Student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.	Few of the artifacts consist of 70-100 words. There is difference between descriptive and recount texts from the content and the language features although the difference is sometimes unclear. The student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.
2	Most of the artifacts consist of 100 words. The difference between descriptive and recount texts in the content is not clear. Student is unable to correct most of the mistakes he/she made.	Most of the artifacts consist of less than 70 words. The difference between descriptive and recount texts from the content and the language features is not clear. The student is unable to correct most of the mistakes he/she made.
1	All of the artifacts consist of less than 100 words. The difference between descriptive and recount texts is unclear. Student cannot make correction for the mistakes that he/she made.	All of the artifacts consist of less than 70 words. The difference between descriptive and recount texts is unclear. The student cannot make correction for the mistakes that he/she made.

d. Intratextual Features

In intratextual features, the researcher separated two criteria in two tables. The first criterion is about grammar and the second criterion is about coherence. However, the expert only gives comments to the first criterion: control of grammar and mechanic. There are two revisions in the descriptors of control of

grammar and mechanic. The revision was made based on the expert's suggestion.

He said that the explanation of the descriptors was unclear.

Table 20: **The Expert's Suggestion for Intratextual Features**

Aspect of Assessment	Result of Validation	Suggestion
Intratextual features	<p>a. "Accepted standards of format, usage, spelling, punctuation, and capitalization <u>at development level</u>" <i>maksudnya</i> "at development level" <i>itu yang bagaimana?</i> ("Accepted standards of format, usage, spelling, punctuation, and capitalization <u>at development level</u>" What means by "at development level"?)</p> <p>b. Standard of format, usage, spelling, punctuation and capitalization <i>itu dasarnya dari mana?</i> (What is the basis of standard of format, usage, spelling, punctuation and capitalization)</p>	<p>a. <i>Diperjelas deskriptornya</i> (Explain the descriptor more clearly)</p> <p>b. <i>Cari sumbernya</i> (Find the theory)</p>

Based on the expert's suggestion, the researcher revised the descriptor of the criterion and found another theory. The researcher revised the second point based on the criteria for writing proposed by Weigle (2002). The difference between the descriptor before and after the revision is presented in Table 21.

Table 21 : The Difference between the Descriptors before and after the Revision

Score	Before	After
5	All of the texts show accepted standards of format, usage, spelling, punctuation, and capitalization at development level. 0-20% errors may be present.	Each of the artifacts show accepted standards of grammar, spelling, punctuation, and capitalization. 0-20% errors may be present.
4	In most of the texts, a few errors are made in format, usage, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.	In most of the artifacts, a few errors are made in grammar, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.
3	Some errors are made in format, usage, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.	Some errors are made in grammar, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.
2	Many errors are made in format, usage, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.	Many errors are made in grammar, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.
1	Many errors in format, usage, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.	Many errors in grammar, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

After the researcher made some revision to the rubric, the researcher met the expert. The expert considered and studied the revised rubric once more. Finally, the expert said that the rubric was appropriate and could be field tested. The researcher then prepared for the implementation.

3. Field Testing

The field test of the rubric was conducted from 1st October 2012 to 3rd November 2012. In the field testing, the English teachers were asked to use the

rubric to assess the students' writing through portfolio assessment. Before the implementation, the researcher collected Grade VIII B students' writing and reflections to be copied for the assessment. There were two kinds of texts and two kinds of assignment included in the portfolio. They were descriptive and recount texts in the form of classroom assignment and homework.

There should be three English teachers who participated in the field test. However, one teacher could not participate because she was retired in October 2012. Another English teacher of Grade VIII was a new teacher. In the previous time, she taught elementary school students and she might have limited knowledge of writing assessment for junior high school students. Because the researcher was afraid that the evaluation would not be reliable if the researcher only conducted the evaluation with the two teachers, the researcher asked for solution to the research consultant. The research consultant suggested that the researcher found one more English teacher to participate in the implementation.

However, there were no teachers who were willing to be a participant. All of them were busy with their job. Therefore, based on the lecturer's suggestion, the researcher asked one of her friends to be a participant. The researcher chose one of her friends who also had knowledge of portfolio assessment. Because she also conducted a research about portfolio assessment, the researcher considered that she was appropriate to be the participant.

The implementation was conducted by evaluating the students' writing collection by using the rubric. Two teachers, one university student and the researcher participated in the implementation. The researcher prepared two

versions of the rubric for the evaluators; they are the Indonesian and English versions of the rubric. The researcher did this in order to make the evaluator easy to comprehend the rubric. The Indonesian version of the rubric can be seen in the appendices.

The teachers needed a month to finish the evaluation. It was because they had many activities to do in that time. The researcher waited for a month till the teachers finish the evaluation. There are thirty four students whom the works were evaluated and the result of the evaluation shows that each evaluator had her own scores. The result of the evaluation can be seen in the appendices.

The result of the evaluation shows that the students get different score from different teachers. From the evaluation, it can be concluded that the score for one student can be different if the student's writing is assessed by different raters. In the evaluation, Teacher 4 scored the highest and Teacher 2 scored the lowest. The mean and the standard deviation was analyzed using descriptive statistic and the inter-rater reliability was analyzed by using the Pearson Correlation in SPSS 16.0. The descriptive statistics can be seen in Table 22.

Table 22: **Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Researcher	34	46.00	80.00	63.7059	9.04041
Teacher1	34	43.00	80.00	63.1471	10.85199
Teacher2	34	41.00	71.00	53.5588	6.33026
Teacher4	34	43.00	84.00	65.6471	10.63409
Valid N (listwise)	34				

From the descriptive statistic in Table 23, column Mean, it can be seen that the means of the students' score are around 5-6. It means that many students

scored under 60. One reason why the students got low scores is that in the implementation, many students did not submit their works completely. The writing process was done in some steps before finally the writing products were submitted. There is a delayed evaluation process in which the students have a chance to revise and edit their work. In this step, not all of the students did revision and submit their works. Therefore, the artifacts that they collected in the portfolio were incomplete and it influences their score.

Another reason was that many of them were unable to write up to a hundred words. For their homework, many the students can write up to a hundred words, but for their classroom assignment, almost none of them were able to write up to a hundred or even seventy words. One problem that they faced in writing was that they did not have sufficient knowledge about the topic that they were going to write. Therefore, they could not write many sentences.

The correlation of the teachers' scores should be analyzed in order to know whether there is an agreement between the teachers toward the scoring or not. The high agreement between teachers in scoring the students' work means that the rubric is appropriate to be used by the teacher in an assessment to measure the students' ability, in other words the rubric is reliable. The reliability of the rubric was analyzed using the Pearson Correlation. The result of the analysis is shown in Table 23.

Table 23: **Pearson Correlation**

		Researcher	Teacher1	Teacher2	Teacher4
Researcher	Pearson Correlation	1	.646**	.598**	.656**
	Sig. (2-tailed)		.000	.000	.000
	N	34	34	34	34
Teacher1	Pearson Correlation	.646**	1	.727**	.565**
	Sig. (2-tailed)	.000		.000	.001
	N	34	34	34	34
Teacher2	Pearson Correlation	.598**	.727**	1	.526**
	Sig. (2-tailed)	.000	.000		.001
	N	34	34	34	34
Teacher4	Pearson Correlation	.656**	.565**	.526**	1
	Sig. (2-tailed)	.000	.001	.001	
	N	34	34	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

Table 23 shows that there is a correlation between the teachers and the researcher's scores. From Table 23, we can see that:

- a. there is a positive relationship between the researcher and Teacher 1,
- b. there is a positive relationship between the researcher and Teacher 2,
- c. there is a positive relationship between the researcher and Teacher 4,
- d. there is a positive relationship between Teacher 1 and Teacher 2,
- e. there is a positive relationship between Teacher 1 and Teacher 4, and
- f. there is a positive relationship between Teacher 2 and Teacher 4.

Those explanations mean that there are agreements between the raters on the consistency of the students' writing score, although not all of the significant correlations are high. From Table 23, the highest correlation is between Teacher 1

and Teacher 2, that is, 0.727. It means that there is a strong agreement between Teacher 1 and Teacher 2 in the scoring of the students' writing, although the agreement with the researcher and teacher 4 is low. It can be caused by the equal background of Teacher 1 and teacher 2. Teacher 1 and teacher 2 are real teachers, whether Teacher 4 is a student. Therefore, Teacher 1 and Teacher 2 know the characteristic of the students, and they know which skill they should give priority to be scored the most. From the explanation, it can be concluded that the rubric is suitable to be used by raters with a similar background.

After the teachers finished assessing the students' writing, the researcher interviewed them to get their comment and suggestion toward the rubric. The teachers' suggestions would be used to revise the rubric.

4. Evaluating and Refining the Rubric

After the implementation, the researcher interviewed the evaluators. Two English teachers of SMP Negeri 15 Yogyakarta and one Yogyakarta State University student participated in the interview. The interview was aimed at collecting the evaluators' comment and suggestion toward the rubric. There were six questions that the researcher asked to the evaluators. The questions of the interview can be seen in Table 24.

Table 24: The Questions of the Interview

No.	Questions
1.	<i>Apakah rubrik ini mudah digunakan untuk mengevaluasi pekerjaan menulis siswa (writing)?</i> (Is the rubric easy to be used to evaluate the students' writing?)
2.	<i>Bagaimana pemilihan kriteria dalam rubrik ini? Apakah kriteria yang dipilih sudah memenuhi kebutuhan penilaian?</i> (How is the selection of the criteria in this rubric? Is the selection of the criteria appropriate for the scoring needs?)
3.	<i>Apakah aspek-aspek yang menjadi kriteria penilaian dalam rubrik ini dideskripsikan dengan jelas?</i> (Is the aspects of the scoring criteria in this rubric described clearly?)
4.	<i>Bagaimana pendapat ibu mengenai skor/level yang digunakan?</i> (What is your opinion about the scores/levels used in the rubric?)
5.	<i>Apa saja masalah atau hambatan yang ibu hadapi dalam pelaksanaan penilaian pekerjaan menulis siswa (writing) menggunakan rubrik yang saya buat?</i> (What were the problems and the obstacle that the teacher faces in implementing the students' writing evaluation using the rubric?)
6.	<i>Apa saran ibu jika terdapat kekurangan atau masalah dalam aspek penilaian tersebut?</i> (What is your suggestion for the weaknesses in that scoring aspect?)

The interview was done in two days. Each of the evaluator has their own answers which sometimes different from the other evaluator answer. There should be three English teacher of SMP Negeri 15 Yogyakarta that participated in the evaluation, but one teacher (Teacher 3) was retired in October 2012 so she could not join the evaluation. As a substitute for her, the researcher asked a university student to join the evaluation. Further, she is called Teacher 4.

a. Teacher 1

Teacher 1 said that the rubric was difficult to be applied in the writing evaluation. According to her, what made the rubric difficult to be used was that some of the criteria were joined together. Because of that, the descriptor of the

criteria was also more complex and it made the evaluator difficult to interpret the level.

To overcome that problem, the teacher suggested that the criteria in each dimension were separated. In her opinion, it would be easier to measure one criterion in one rubric than to measure some criteria in one rubric, although there would be more items to be measured. Teacher 1 preferred adding more items to be measured to increasing the level of the descriptors. Below is the result of the interview with Teacher 1.

“Kalau menurut saya tu lebih mudah tu satu rubrik untuk satu kriteria jadi lebih mudah untuk menilainya, lebih praktis gitu. Lebih mudah cara berfikirnya kita, kan maksudnya kan banyak, kalau dalam satu rubric itu ada beberapa kriteria kan kita berfikirnya agak rumit ya.”

(“In my opinion, it is easier if one rubric is for one criterion so the evaluation will be easier, more effective. It will be easier for us to think, I mean there are many descriptors. If there is more than one criterion in one rubric, we should think harder.”)

Furthermore, the teacher said that the selection of the criteria was good enough and the number of the scoring’ levels were good. Five was enough for the range of the scoring level and it would make the evaluation easier. The complete interview transcript can be seen in the appendices.

b. Teacher 2

Teacher 2 said that actually a rubric was very useful in the writing evaluation. It can help the teacher to determine the students’ writing ability. However, the rubric developed by the researcher was rather complicated. The descriptors were not described clearly. The problem that Teacher 2 faced in applying the scoring

using this rubric was the same with Teacher 1; there was more than one criterion in some of the dimension that caused the explanation of the descriptor unclear.

However, the solution that Teacher 2 suggested was different from the suggestion given by Teacher 1. Teacher 2 preferred adding more levels in the descriptor to separating the criteria. She said that more rubrics would spend more time to finish the evaluation, and it would bother the teachers. From the interview, it can be concluded that Teacher 2 prefers adding more levels to separating the criteria. Below is the Teacher 2's opinion about the rubric.

"Jadi memang saya agak setuju dengan Bu Nr hanya dalam satu ini aja,,cuman, mungkin bisa yang satu sampai sepuluh tadi,,cuman nanti yang dibilang sepuluh itu,,yang sudah mencakup semuanya,,termasuk grammarnya dan sebagainya sudah ada di situ. Nanti yang Sembilan, atau empat itu kalau ada salah satu unsur itu yang tidak dilakukan dan sebagainya."

("I partly agree with Mrs. Nr, but only for this criteria,, but, maybe it can be the One up to Ten like I said before. But latter, the Ten shall cover all of the criteria, including the grammar and so on. And then the Nine or Four is for the score that there is one of the criteria missing.")

That problem was the only problem that Teacher 2 faced in the implementation of the rubric. The teacher expected that the addition of the levels would make the description clearer so that the teacher would not confuse to interpret the descriptor. Furthermore, the teacher said that the selection of the criteria was good and there is no problem with the other components of the rubric.

c. Teacher 4

In Teacher 4 opinion, the analytic rubric for portfolio assessment designed by the researcher was easy to be applied as long as the teacher was willing to read and studied it carefully before using the rubric. For the descriptors, the teacher said that most of the descriptors were described clearly. Only one criterion had

unclear descriptors. The criteria are “The reflections fit the evidence and the student has metacognitive awareness beyond the task at hand”. The descriptors of these criteria could not cover that students provide reflection for most of the artifacts but the link between the reflections and the artifacts was not clear.

The teacher’s opinion toward the rubric is shown in the result of the interview below.

“Ya cukup jelas. Ya mungkin ada kelemahan satu itu,,yang tadi aku kasih tau itu. Tentang ini: bagaimana kalau siswa membuat refleksi untuk sebagian besar karya tulis tapi hubungan refleksi dengan karya tulis itu tidak jelas. Refleksinya itu nggak jelas kan? Walaupun refleksinya dia bikinnya banyak tapi nggak mengarah kesitu,,mana ininya?Optionnya ?Gitu. Jadi kita bingung mau nilai yang empat atau tiga kayak gitu.”

(“Well, it is clear enough. But maybe there is one weakness, the one I ‘ve told you before. About this: how if the student provides reflections for most of the artifacts, but the link between the reflections and the artifacts is not clear. The reflections were unclear, right? Although he/she made reflections for most of the artifacts but it did not have connection. What is the option? So I got confused whether to grade four or three.”)

To overcome this problem, the teacher suggested to add “or” in the descriptor of the level four. The descriptor became: “The student provides reflection for most of the artifacts. There is link or no link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact”.

However, the teacher gave the researcher the right to change the descriptor or not. Teacher 4 did not have problem for the number of the levels and the selection of the criteria. However she only found that it was rather difficult when she had to return the evaluation sheet several times to find the appropriate measurement for the assignment.

From the interview with three evaluators, it can be concluded that the main problem found in implementing the rubric was in interpreting the descriptors. The

weakness of the rubric was that the descriptors could not cover all the variety of the students' ability in portfolio assessment that causes the difficulty in scoring. From the three evaluators, one of them suggested revising the descriptor, another suggested separating the criteria and the other gave freedom to the researcher whether to revise the rubric or not. Teacher 2 proposed that more criteria would make the evaluation ineffective because it would spend more time to evaluate the students' writing. Teacher 2 said that separated criteria will make her think easily in determining the scoring level.

In conclusion, the researcher has two options about how to revise the rubric. The first is to add more levels in the scoring levels and the second is to separate the criteria in the rubric. Each of the suggestion has its own strengths and weaknesses. The discussion of both of the options will be explained below.

1) Adding More Levels in the Scoring Levels

The option of adding more levels in the scoring levels is stated by Teacher 2. She said that separating the criteria will burden her in assessing the students' works because there will be more aspects to be assessed and more scoring rubric to be used. Therefore, she prefers adding more scoring level to separating the criteria.

However, adding more level to the scoring has some weaknesses. The first is that more level will make the limit of each score unclear. For example, the descriptor for score 9 will have a little difference with the descriptor for score 10 or 8. Therefore, the inaccuracies will be easier to occur in the evaluation.

Second, as the rubric in this research is an analytic rubric, the criteria included in the rubric should be separated. In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score (Weigle, 2002). The joined criteria will make it resemble a holistic rubric. Moreover, the joined criteria will make the teachers difficult to define the exact score of the students' ability.

To sum up, by adding more levels in the scoring levels, the separation of the criteria could be avoided. The teachers are not burdened with many scoring rubrics. However, if the addition of the scoring levels will make the notion of analytic rubric vanish, it cannot be accepted as a solution.

2) Separating the Criteria in the Rubric

This option was stated by Teacher 1. For her, the separated criteria in the rubric will make her easier to evaluate the students' works. Indeed, the separated criteria will make the descriptor clearer because there will be only one criterion to be described in one level of scoring. According to T1, although there will be more scoring rubric to be implemented in the assessment, but it would not burden the teachers in measuring the students' ability.

Many criteria included in the rubrics should not be a problem. Since portfolio assessment is more complex than essay tests, developing scoring criteria involves making decisions about how to deal with the various parts of the portfolio in determining the overall score (Weigle, 2002). In conclusion, the portfolio rubric will have more scoring criteria than the general writing scoring rubric.

In fact, teachers at school do not have much time to practice using a more complex scoring rubric than the simple rubric they usually use. The rubric they usually use in assessing students writing is very simple. The rubrics are developed by the teachers themselves and the choices of criteria are mostly related to grammar, word choice, punctuation and vocabulary. The kinds of rubrics that they usually use are the holistic rubric. However, the choices of criteria to be included in the rubric are different from one teacher to another. The teachers usually simplify the rubric to save time in assessing students' writing.

In conclusion, the researcher also cannot revise the rubric based on the second option stated by Teacher 1 because the revised rubric will be more complex than the rubrics they usually use. Therefore, considering the efficiency of the rubric, the researcher did not make any revision to the designed rubric.

Based on the inter-rater reliability, this rubric has a significant correlation if it is used by raters or evaluators who have similar background. Moreover, because this rubric will be used at the same school and for the students of the same grade, the results of the assessment should have a significant correlation. Therefore, this rubric could be used in assessing the students writing in portfolio assessment, although it does not be revised.

However, this rubric still has weaknesses. The weaknesses are that the evaluator will find difficulties in determining the right score for the students' writing ability and the scoring criteria resemble the holistic rubric because there are some criteria which are joined together. It will be more appropriate if the criteria are separated, but it will spend more time to do the evaluation.

To facilitate the teachers who are willing to use the rubric with separated criteria, the researcher has prepared the rubric. The rubric can be seen in the appendices. However, the teachers can adapt the designed rubric to suit their goals in assessing portfolio. They can change or reduce the number of the criteria or even add it.

5. The Final Product of the Rubric

The final product of the rubric is the revised rubric after the implementation. Because the researcher did not use the teachers' comments to revise the rubric, the final product of this research is still the same with the second draft of the rubric. The final product of the rubric can be seen in the appendices.

The researcher did not conduct one more implementation after developing the final draft of the rubric. The researcher only consulted the finish rubric with the research consultants. The researcher did not conduct an implementation because there was limited time to conduct the research. The researcher finished the research at school on November 2012, a month before the school final exam. Therefore, the school did not allow the researcher to extend the research. However, the final rubric after the consultation was assumed to be appropriate to be applied at school because it had passed the process of product development, although it has some weaknesses. The main properties of the final product of the rubric are described in Table 25.

Table 25: **The Main Properties of the Final Product of the Rubric**

Dimensions	Criteria
1. Characteristics of the writer	Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand
2. Characteristics of the portfolio as a whole	Variety of tasks and variety of modes of thought
3. Characteristics of individual texts	Amount of writing and quality of development/sustained depth of analysis
4. Intratextual features	a. Control of grammar and mechanic b. Coherence/flow, momentum, sense of direction

Some of the criteria in the final product are still joined together in the first three dimensions. The scoring levels for the rubric range from one to five. Overall, the final product is the same with the final draft of the rubric, that is, the rubric which was used in the implementation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The objective of this research is to develop an analytic rubric for portfolio assessment in writing of Grade VIII students. The research was conducted at SMP Negeri 15 Yogyakarta. There should be three English teachers of Grade VIII who participated in this research. Unfortunately, one teacher retired in October 2012, so she could not join the rubric implementation. However, she had an opportunity to join the interviews of need analysis. As a data completion for the implementation, and based on the research consultant's suggestion, the researcher included one university student in the implementation of the rubric. This student also joined the interview of the rubric evaluation. This research was conducted as a respond to a problem in writing found in that school when the researcher conducted observation.

The problem found at school related to writing was that sometimes students do cheating for their assignments or homework. In this case, the teachers would simply reduce their mark or asked the student to do another assignment. However, the students did not get lesson from this treatment. They still repeat cheating. Therefore, the researcher tried to find an alternative assessment which rather different from the usual assessment employed by the teacher that hopefully could reduce the habit of cheating.

The researcher found that portfolio assessment was the appropriate assessment for the students because in portfolio assessments, the students are

taught to be autonomous. The students have the right to choose their assignment and they are also need to do self assessment. This process can teach them autonomous learning. Furthermore, portfolio assessment is one of alternative assessment that suggested by the government to be applied at school. The government proposed that besides conducting writing tests, teachers at school also apply other kinds of assessments.

However, the teachers at school have limited knowledge of portfolio assessment. They did not know how to conduct portfolio assessment. All they know about portfolio assessment was that portfolio is a collection of students' works. They did not know that there are some processes in portfolio assessment. They did not know that in portfolio assessment, there are reflections and self assessment.

In addition, the teachers also have limited knowledge of rubrics for evaluation. They did not know that there are some kinds of rubrics. However, in the writing evaluations the teachers already used rubric. They develop the criteria by themselves. Because they had limited knowledge of portfolio assessment, they could not design appropriate rubric for portfolio assessment. To develop appropriate rubric need a careful study. Without portfolio rubric they could not apply portfolio assessment appropriately. Therefore, the researcher decided to develop a rubric for portfolio assessment in writing.

There are some processes that the researcher passed in developing the rubric. They are: researching and collecting the information in the process of needs analysis, planning, developing the rubric, obtaining expert judgment, field testing,

evaluating and refining the rubric, and developing the final draft of the rubric. Because of the limited time, the researcher only conducted the implementation once. The researcher prepared two versions of the rubric: the Indonesian and English version. It aimed to make the evaluators easy to comprehend the rubric. The designed rubric had four aspects to be assessed, they are:

1. characteristics of the writer (criteria: Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand),
2. characteristic of the portfolio as a whole (criteria: Variety of tasks and variety of modes of thought),
3. characteristics of individual texts (criteria: Amount of writing and quality of development/sustained depth of analysis), and
4. intratextual features (criteria : a. Control of grammar and mechanic, b. coherence/flow, momentum, sense of direction).

The main problem that the evaluators found in implementing the rubric was that some of the descriptors were complicated. It was because there were some criteria which were joined together to be one criterion. The joined criteria made the descriptor complicated because there were only five levels of descriptors which were not enough to cover all of the student's ability in portfolio.

One teacher suggested to separating the criteria in order to make the categorization clear. Two teachers suggested to adding more levels in the descriptor so that all of the ability could be covered and the teachers would not be burdened with many criteria to be assessed. These teachers proposed that too

many scoring criteria would make the evaluation ineffective because it would spend much time.

Considering the efficiency of the rubric, the researcher did not revise the rubric because by adding more scoring levels or separating the criteria, the rubric is still complex for the teacher to be applied at school. It means that the teachers need more time to analyze the students' works and to quantify the students' scores. The finished rubric can be seen in the appendices.

B. Suggestions

From the researcher' experience in conducting this research, the researcher have suggestion to the teachers and to the other researchers who will conducted the similar research with the researcher, or to the other researcher who need the rubric designed by the researcher. The suggestions are as follows.

1. For the English Teachers

For the English teachers, the researcher suggested that they applied portfolio assessment for the writing evaluations because the students could get benefits from the assessment. Furthermore, it is better that the students are given chance to choose which of their works that they want to be submitted in the portfolio assessment. By doing this, the students can be motivated to do the best for their assignment. In addition, the teachers could adapt the rubric to make it suitable with the students' level of proficiency. However, the teachers should also learn about portfolio assessment and find references related to portfolio assessment in order to deepen their knowledge of portfolio assessment.

2. For other Researchers

Other researchers who want to conduct the similar research should pay attention to the explanation of the descriptor so that the evaluators would not get confused to interpret the scoring. It is better that they conduct more than once implementation so that the appropriateness of the rubric will be more significant. Whereas for the other researchers who want to use this rubric they can adapt this rubric to be appropriate with the criteria of writing evaluation that they want to assess.

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Angket Analisis Kebutuhan Pengembangan Penilaian Mata Pelajaran Bahasa Inggris untuk
Guru Bahasa Inggris di SMP Negeri 15 Yogyakarta

Yth : Guru Bahasa Inggris
di SMP Negeri 15
Yogyakarta

Dalam rangka penelitian dan pengembangan penilaian Bahasa Inggris, saya mengharap kesediaan bapak/ibu guru Bahasa Inggris untuk mengisi angket berikut ini. Angket ini diperlukan sebagai tahap awal penelitian untuk mengetahui kebutuhan (*needs*) dalam mata pelajaran Bahasa Inggris. Angket ini lebih dikhususkan untuk aktifitas menulis (*writing*) siswa dalam Bahasa Inggris dimana tanggapan dari bapak/ibu guru Bahasa Inggris akan digunakan sebagai masukan atau bahan pertimbangan dalam pembuatan rubrik penilaian sebagai alat untuk mengevaluasi hasil tulisan (*writing product*) siswa.

Angket ini terbagi menjadi dua bagian. Bagian pertama bertujuan untuk mengetahui gambaran umum mengenai diri bapak/ibu guru dan bagian kedua bertujuan untuk mengetahui tanggapan bapak/ibu guru mengenai beberapa pertanyaan dalam angket ini.

Angket ini tidak dimaksudkan untuk menguji atau menilai bapak/ibu guru melainkan untuk mengetahui gambaran tentang aktifitas dan cara penilaian bapak/ibu guru untuk mata pelajaran Bahasa Inggris, khususnya aktifitas menulis (*writing*) siswa yang sesuai dengan kebutuhan di sekolah bapak/ibu guru.

Atas bantuan dan kesedian bapak/ibu guru dalam mengisi angket ini, saya ucapkan terimakasih.

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Interview Guideline for the Needs Analysis

I Gambaran umum mengenai Bapak/Ibu guru

1. Nama :
2. Kelas yang diampu :
3. Latar belakang pendidikan :
4. Pengalaman mengajar :
5. Seminar/pelatihan yang pernah diikuti :

II Gambaran mengenai pengajaran dan penilaian writing di sekolah

1. Bagaimana pengajaran Bahasa Inggris di SMP? Apakah guru mempunyai hambatan atau kesulitan dalam mengajarkan Bahasa Inggris di sekolah?
2. Dari keempat skills Bahasa Inggris, manakah yang paling sulit untuk diajarkan?
3. Dari keempat skills bahasa Inggris, manakah yang paling sulit untuk dievaluasi?
4. Apakah guru mempunyai kesulitan dalam mengajarkan writing di sekolah?
5. Bagaimana kemampuan menulis siswa di sekolah?
6. Adakah kelemahan mereka dalam menulis? Jika ada bagaimanakah cara guru mengatasinya?
7. Teks apa saja yang biasa diajarkan pada siswa?
8. Jenis writing seperti apa yang diajarkan pada siswa? (*imitative, intensive, responsive* atau *extensive writing*)
9. Dari mana guru mendapatkan rubrik untuk penilaian writing?
10. Apa kesulitan guru dalam menilai writing?
11. Apakah guru menerapkan langkah-langkah menulis (*drafting, structuring, focusing, reviewing, focusing, generating ideas and evaluating*) dalam mengajarkan writing?
12. Apakah seharusnya guru mengajarkan langkah-langkah menulis dalam mengajarkan writing?
13. Apakah guru mengevaluasi proses menulis siswa? Jika iya, bagaimanakah caranya?
14. Apakah seharusnya guru mengevaluasi proses menulis siswa? Jika iya, bagaimanakah caranya?
15. Bagaimana cara guru mengukur kemampuan menulis siswa?
16. Aspek apa saja yang harus guru perhatikan dalam mendesain *assessment* yang tepat mengukur kemampuan menulis siswa?
17. Bagaimana cara guru menilai hasil tulisan siswa?

18. Jenis penilaian seperti apa yang biasa guru lakukan?
19. Kriteria apa saja yang dinilai oleh guru dalam writing?
20. Rubrik apa yang biasa guru pakai untuk menilai writing? Kenapa menggunakan rubrik tersebut?
21. Apakah guru pernah menyusun rubrik penilaian untuk *portfolio assessment*?
22. Apakah guru akan mengalami kesulitan jika harus menyusun rubrik untuk penilaian portofolio?
23. Apakah guru tahu *portfolio assessment*?
24. Apakah guru pernah menggunakan *portfolio assessment*?
25. Sebutkan langkah-langkah penilaian portofolio yang guru ketahui.
26. Bagaimana tanggapan guru mengenai penilaian portofolio?
27. Dalam penelitian ini, saya akan mengembangkan rubrik untuk penilaian portofolio.
Menurut guru, kriteria apa saja yang harus ada dalam rubrik tersebut?
28. Menurut guru, apakah guru perlu memberitahu siswa tentang cara penilaian dan kriteria yang menjadi pertimbangan dalam penilaian sebelum memberikan tugas yang akan diambil nilainya?

Questionnaire for the Needs Analysis

Isilah *questionnaire* di bawah ini dengan memberi tanda centang pada kolom Y atau N.

Y, Definitely (Yes) S (Sometimes) N, Not Yet (No)

No.	Pernyataan	Y	S	N
1.	Writing adalah salah satu skill dalam Bahasa Inggris yang paling sulit diajarkan.			
2.	Writing adalah salah satu skill dalam Bahasa Inggris yang paling sulit dievaluasi.			
3.	Kemampuan writing siswa di sekolah ini sudah bagus.			
4.	Guru mempunyai cara sendiri dalam mengatasi kelemahan writing siswa.			
5.	Siswa mengalami kesulitan dalam mengerjakan writing.			
6.	Guru mempunyai cara sendiri untuk mengatasi kesulitan siswa dalam mengerjakan writing.			
7.	Jenis teks yang diajarkan adalah jenis teks yang tercantum dalam SKKD.			
8.	Guru sudah mengajarkan <i>imitative writing</i> (siswa belajar untuk mengeja dengan benar).			
9.	Guru sudah mengajarkan <i>intensive writing</i> (siswa belajar menggunakan <i>vocabulary</i> , <i>collocation</i> dan <i>idiom</i> , serta grammar yang benar dalam tingkat kalimat).			
10.	Guru sudah mengajarkan <i>responsive writing</i> (siswa belajar menyusun paragraph yang benar dan logis).			
11.	Guru sudah mengajarkan <i>extensive writing</i> (siswa sudah mampu membuat essay, paper, laporan penelitian bahkan tesis).			
12.	Guru membuat rubrik untuk penilaian writing dengan mengadaptasi rubrik yang ditemukan dalam buku atau internet agar sesuai dengan kemampuan yang akan dinilai.			
13.	Guru membuat rubrik untuk penilaian writing dengan pemikiran sendiri.			
14.	Guru mengalami kesulitan dalam menyusun criteria untuk penilaian writing.			
15.	Guru menerapkan langkah-langkah menulis dalam mengajarkan writing, yang meliputi <i>drafting</i> , <i>structuring</i> , <i>reviewing</i> , <i>focusing</i> , dan <i>generating ideas and evaluating</i> .			
16.	Guru menilai kemampuan menulis siswa berdasar hasil akhir/hasil jadi tugas menulis siswa.			

(continued)

(continued)

No.	Pertanyaan	Y	S	N
17.	Guru menilai proses menulis siswa.			
18.	Guru mengukur kemampuan menulis siswa dengan menggunakan tes yang berupa <i>multiple choices test</i> atau <i>jumbled sentence or paragraph</i> .			
19.	Guru mengukur kemampuan menulis siswa dengan <i>performance test</i> , yaitu menulis.			
20.	Guru memberi kriteria penilaian writing yang berbeda untuk kelas VII, VIII, dan IX			
21.	Guru menggunakan rubrik sebagai pedoman penilaian			
22.	Aspek yang dinilai dalam writing adalah <i>grammar, vocabulary, punctuation, spelling</i> dan <i>word choice</i> .			
23.	Rubrik yang biasa digunakan adalah <i>holistic rubric</i> .			
24.	Rubrik yang biasa digunakan adalah <i>analytic rubric</i> .			
25.	Rubrik yang biasa digunakan adalah <i>primary-trait</i> .			
26.	Guru menggunakan penilaian portofolio			
27.	Guru tahu langkah-langkah penilaian portofolio.			
28.	Guru tahu rubric penilaian untuk <i>portfolio assessment</i> .			
29.	Guru mengalami kesulitan untuk menyusun rubrik penilaian portofolio.			
30.	Penilaian portofolio bagus digunakan dalam writing.			
31.	Guru memberitahu siswa tentang kriteria penilaian dalam writing.			

Interview Guideline for the Evaluation of the Rubric

No.	Questions
1.	Apakah rubrik ini mudah digunakan untuk mengevaluasi pekerjaan menulis siswa (<i>writing</i>)
2.	Bagaimana pemilihan kriteria dalam rubrik ini? Apakah kriteria yang dipilih sudah memenuhi kebutuhan penilaian?
3.	Apakah aspek-aspek yang menjadi kriteria penilaian dalam rubrik ini dideskripsikan dengan jelas?
4.	Bagaimana pendapat ibu mengenai skor/level yang digunakan?
5.	Apa saja masalah atau hambatan yang ibu hadapi dalam pelaksanaan penilaian pekerjaan menulis siswa (<i>writing</i>) menggunakan rubrik yang saya buat?
6.	Apa saran ibu jika terdapat kekurangan atau masalah dalam aspek penilaian tersebut?

STUDENTS SELF-REFLECTION

Name :
 Class :
 Date :
 Reflection for : the descriptive/recount text, entitle

Answer the following question by circling the option.

1. What are the strengths (*kelebihan*) of this writing?
 - a. The grammar is good.
 - b. I have a great knowledge of the topic so I can write many sentences.
 - c. I did not find difficulties in choosing the right vocabulary.
 - d. I do proof reading.
 - e. Other (explain)
2. What are the weaknesses (*kekurangan*) of this writing?
 - a. I wrote a few sentences for this task.
 - b. I made many grammatical mistakes.
 - c. I do not know whether the grammar is right or wrong.
 - d. There are many inappropriate word choices (*pemilihan kata yang kurang tepat*).
 - e. Other (explain)
3. What problems did you find in writing this text?
 - a. I do not know what to write.
 - b. I do not know the right tense for some sentences.
 - c. I do not know the right choice for some Indonesian words.
 - d. I do not know the English words for some Indonesian words.
 - e. Other (explain)
4. How did you solve them?
 - a. I only write as many as I can.
 - b. I ask for solution to friend or teacher.
 - c. I wrote what I think is right.
 - d. I open a dictionary.
 - e. Other (explain)
5. What level will you value this writing?
 - a. I write many sentences (70-100 words). The grammar (tenses, article), punctuation (full stop, comma, and capital letter), vocabulary/words choice and spelling are good. I made few grammatical, punctuation, vocabulary and spelling mistakes (0- 25%). I appraise this writing **very good**.
 - b. I can write up to 70 words. I made some grammatical, punctuation, spelling and vocabulary mistakes (25%-50%). I appraise this writing **good**.
 - c. I can write up to 70 words. I made many grammatical, punctuation, spelling and vocabulary mistakes (50% - 100%). I appraise this writing **fair**.
 - d. I write less than 70 words. I made some grammatical, punctuation, spelling and vocabulary mistakes (50%-100%). I appraise this writing **poor**.

STUDENTS SELF-REFLECTION

Nama :
 Kelas :
 Hari & Tanggal :
 Refleksi untuk : Teks *descriptive/recount*, berjudul

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

1. Apakah kelebihan dari teks ini?
 - a. Grammarsnya bagus.
 - b. Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat .
 - c. Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - d. Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - e. Lain-lain, jelaskan
2. Apakah kekurangan dari teks ini?
 - a. Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - b. Saya membuat banyak kesalahan grammar dalam teks ini.
 - c. Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - d. Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - e. Lain-lain, jelaskan
3. Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - a. Saya tidak tahu harus menulis apa.
 - b. Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - c. Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - d. Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - e. Lain-lain, jelaskan
4. Bagaimana kamu mengatasinya?
 - a. Saya menulis sebisa saya saja.
 - b. Saya meminta saran/masukan kepada teman.
 - c. Saya menulis apa yang saya anggap benar.
 - d. Saya membuka kamus.
 - e. Lain-lain, jelaskan
5. Seberapa bagus kamu akan menilai teks ini?
 - a. Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini **sangat bagus**.
 - b. Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini **bagus**.
 - c. Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini **cukup bagus**.
 - d. Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini **jelek**.

The Result of the Validation of a Rubric for Portfolio Assessment in Writing of
Grade VIII Students at SMPN 15 Yogyakarta in the Preliminary Field Test

Monday, 6th of August 2012 Validation

No.	Aspect of Assessment	Result of Validation	Suggestions
1.	Characteristics of the writer	Perlu penambahan <i>article</i>	Menambahkan <i>article the</i> di depan kata <i>student</i>
2.	Characteristics of the portfolio as a whole	a. <i>Rubric</i> yang dibuat belum mampu mengukur perkembangan menulis siswa b. Penggunaan kata <i>the student's writing</i> dan <i>the topic of the writing</i> kurang tepat	a. Menambahkan deskriptor untuk mengukur <i>student's progress</i> b. -
3.	Characteristics of individual texts	a. Anak SMP belum sampai membuat <i>writing</i> lebih dari seratus kata b. Untuk membedakan <i>descriptive</i> dan <i>recount</i>	a. Panjang karya tulisnya antara 70-100 kata b. Perlu dibedakan <i>language features-</i>

		tidak cukup hanya dilihat dari <i>content</i> -nya saja	nya juga
4.	Intratextual features	<p>a. "Accepted standards of format, usage, spelling, punctuation, and capitalization <u>at development level</u>" maksudnya <i>at development level</i> itu yang bagaimana?</p> <p>b. <i>Standard of format, usage, spelling, punctuation and capitalization</i> itu dasarnya dari mana?</p>	<p>a. Diperjelas deskriptornya</p> <p>b. Cari sumbernya</p>

Evaluator



Nurhidayanto P.S.P., S.Pd.

NIP. 19821122 200604 1 001

Questionnaire for the needs analysis

I Gambaran umum mengenai Bapak/Ibu guru

1. Nama : LULUT ESTI HANDAYANI, S.Pd
2. Kelas yang diampu : VII A, VII B, VII C
3. Latar belakang pendidikan : S1
4. Pengalaman mengajar : 18 TH
5. Seminar/pelatihan yang pernah diikuti : -

II Gambaran mengenai pengajaran dan penilaian writing di sekolah

Isilah *questionnaire* di bawah ini dengan memberi tanda centang pada kolom Y atau N.

Y, Definitely (Yes) S (Sometime) N, Not Yet (No)

No.	Pernyataan	Y	S	N
1.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit diajarkan.	✓		
2.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit dievaluasi.		✓	
3.	Kemampuan writing siswa di sekolah ini sudah bagus.		✓	
4.	Guru mempunyai cara sendiri dalam mengatasi kelemahan writing siswa.	✓		
5.	Siswa mengalami kesulitan dalam mengerjakan writing.	✓		
6.	Guru mempunyai cara sendiri untuk mengatasi kesulitan siswa dalam mengerjakan writing.	✓		
7.	Jenis teks yang diajarkan adalah jenis teks yang tercantum dalam SKKD.	✓		
8.	Guru sudah mengajarkan <i>imitative writing</i>	✓		
9.	Guru sudah mengajarkan <i>intensive writing</i>	✓		
10.	Guru sudah mengajarkan <i>responsive writing</i>	✓		
11.	Guru sudah mengajarkan <i>extensive writing</i>		✓	
12.	Guru membuat rubrik untuk penilaian writing dengan mengadaptasi rubrik yang ditemukan dalam buku atau internet agar sesuai dengan kemampuan yang akan dinilai.	✓		

13.	Guru membuat rubrik untuk penilaian writing dengan pemikiran sendiri.	✓		
14.	Guru mengalami kesulitan dalam menyusun criteria untuk penilaian writing.		✓	
15.	Guru menerapkan langkah-langkah menulis dalam mengajarkan writing, yang meliputi <i>drafting, structuring, reviewing, focusing, dan generating ideas and evaluating.</i>		✓	
16.	Guru menilai kemampuan menulis siswa berdasar hasil akhir/hasil jadi tugas menulis siswa.	✓		
17.	Guru menilai proses menulis siswa.	✓		
18.	Guru mengukur kemampuan menulis siswa dengan menggunakan tes yang berupa <i>multiple choices test</i> atau <i>jumbled sentence or paragraph.</i>	✓		
19.	Guru mengukur kemampuan menulis siswa dengan <i>performance test</i> , yaitu menulis.	✓		
20.	Guru memberi kriteria penilaian writing yang berbeda untuk kelas VII, VIII, dan IX	✓		
21.	Guru menggunakan rubrik sebagai pedoman penilaian	✓		
22.	Aspek yang dinilai dalam writing adalah <i>grammar, vocabulary, punctuation, spelling</i> dan <i>word choice.</i>		✓	
23.	Rubrik yang biasa digunakan adalah <i>holistic rubric.</i>	✓		
24.	Rubrik yang biasa digunakan adalah <i>analytic rubric.</i>		✓	
25.	Guru tahu tentang penilaian portfolio	✓		
26.	Guru pernah menggunakan penilaian portfolio	✓		
27.	Guru tahu langkah-langkah penilaian portfolio.	✓		
28.	Guru dapat menyusun rubric penilaian untuk <i>portfolio assessment.</i>		✓	
39.	Guru akan mengalami kesulitan untuk menyusun rubrik penilaian portfolio.		✓	
30.	Penilaian portfolio bagus digunakan dalam writing.	✓		
31.	Sebaiknya guru memberitahu siswa tentang kriteria penilaian dalam writing.	✓		

Questionnaire for the needs analysis

I Gambaran umum mengenai Bapak/Ibu guru

1. Nama : Nuri Utami
2. Kelas yang diampu : 8
3. Latar belakang pendidikan : S1 Tadris Bhs Inggris IAIN Sunan Kalijaga
4. Pengalaman mengajar : 13 Th di SD , 0 Th di SMP
5. Seminar/pelatihan yang pernah diikuti :

II Gambaran mengenai pengajaran dan penilaian writing di sekolah

Isilah *questionnaire* di bawah ini dengan memberi tanda centang pada kolom Y atau N.

Y, Definitely (Yes) S (Sometime) N, Not Yet (No)

No.	Pernyataan	Y	S	N
1.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit diajarkan.		✓	
2.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit dievaluasi.		✓	
3.	Kemampuan writing siswa di sekolah ini sudah bagus.		✓	
4.	Guru mempunyai cara sendiri dalam mengatasi kelemahan writing siswa.	✓		
5.	Siswa mengalami kesulitan dalam mengerjakan writing.		✓	
6.	Guru mempunyai cara sendiri untuk mengatasi kesulitan siswa dalam mengerjakan writing.	✓		
7.	Jenis teks yang diajarkan adalah jenis teks yang tercantum dalam SKKD.	✓		
8.	Guru sudah mengajarkan <i>imitative writing</i>	✓		
9.	Guru sudah mengajarkan <i>intensive writing</i>		✓	
10.	Guru sudah mengajarkan <i>responsive writing</i>		✓	
11.	Guru sudah mengajarkan <i>extensive writing</i>			✓
12.	Guru membuat rubrik untuk penilaian writing dengan mengadaptasi rubrik yang ditemukan dalam buku atau internet agar sesuai dengan kemampuan yang akan dinilai.		✓	

13.	Guru membuat rubrik untuk penilaian writing dengan pemikiran sendiri.		✓	
14.	Guru mengalami kesulitan dalam menyusun criteria untuk penilaian writing.		✓	
15.	Guru menerapkan langkah-langkah menulis dalam mengajarkan writing, yang meliputi <i>drafting, structuring, reviewing, focusing, dan generating ideas and evaluating.</i>			✓
16.	Guru menilai kemampuan menulis siswa berdasar hasil akhir/hasil jadi tugas menulis siswa.		✓	
17.	Guru menilai proses menulis siswa.		✓	
18.	Guru mengukur kemampuan menulis siswa dengan menggunakan tes yang berupa <i>multiple choices test</i> atau <i>jumbled sentence or paragraph.</i>			✓
19.	Guru mengukur kemampuan menulis siswa dengan <i>performance test</i> , yaitu menulis.		✓	
20.	Guru memberi kriteria penilaian writing yang berbeda untuk kelas VII, VIII, dan IX		✓	
21.	Guru menggunakan rubrik sebagai pedoman penilaian		✓	
22.	Aspek yang dinilai dalam writing adalah <i>grammar, vocabulary, punctuation, spelling</i> dan <i>word choice.</i>		✓	
23.	Rubrik yang biasa digunakan adalah <i>holistic rubric.</i>		✓	
24.	Rubrik yang biasa digunakan adalah <i>analytic rubric.</i>		✓	
25.	Guru tahu tentang penilaian portfolio		✓	
26.	Guru pernah menggunakan penilaian portfolio		✓	
27.	Guru tahu langkah-langkah penilaian portfolio.		✓	
28.	Guru dapat menyusun rubric penilaian untuk <i>portfolio assessment.</i>		✓	
29.	Guru akan mengalami kesulitan untuk menyusun rubrik penilaian portfolio.		✓	
30.	Penilaian portfolio bagus digunakan dalam writing.	✓		
31.	Sebaiknya guru memberitahu siswa tentang kriteria penilaian dalam writing.	✓		

Questionnaire for the needs analysis

I Gambaran umum mengenai Bapak/Ibu guru

1. Nama : Sri Rahayuningsih, BA
2. Kelas yang diampu : 8, 9
3. Latar belakang pendidikan : Sarjana Muda.
4. Pengalaman mengajar : 20 th
5. Seminar/pelatihan yang pernah diikuti : -

II Gambaran mengenai pengajaran dan penilaian writing di sekolah

Isilah *questionnaire* di bawah ini dengan memberi tanda centang pada kolom Y atau N.

Y, Definitely (Yes) S (Sometime) N, Not Yet (No)

No.	Pernyataan	Y	S	N
1.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit diajarkan.	✓		
2.	Writing adalah salah satu skills dalam Bahasa Inggris yang paling sulit dievaluasi.		✓	
3.	Kemampuan writing siswa di sekolah ini sudah bagus.			✓
4.	Guru mempunyai cara sendiri dalam mengatasi kelemahan writing siswa.	✓		
5.	Siswa mengalami kesulitan dalam mengerjakan writing.		✓	
6.	Guru mempunyai cara sendiri untuk mengatasi kesulitan siswa dalam mengerjakan writing.	✓		
7.	Jenis teks yang diajarkan adalah jenis teks yang tercantum dalam SKKD.	✓		
8.	Guru sudah mengajarkan <i>imitative writing</i>	✓		
9.	Guru sudah mengajarkan <i>intensive writing</i>			✓
10.	Guru sudah mengajarkan <i>responsive writing</i>	✓		
11.	Guru sudah mengajarkan <i>extensive writing</i>	✓		
12.	Guru membuat rubrik untuk penilaian writing dengan mengadaptasi rubrik yang ditemukan dalam buku atau internet agar sesuai dengan kemampuan yang akan dinilai.	✓		

13.	Guru membuat rubrik untuk penilaian writing dengan pemikiran sendiri.	✓		
14.	Guru mengalami kesulitan dalam menyusun criteria untuk penilaian writing.		✓	
15.	Guru menerapkan langkah-langkah menulis dalam mengajarkan writing, yang meliputi <i>drafting, structuring, reviewing, focusing, dan generating ideas and evaluating.</i>		✓	
16.	Guru menilai kemampuan menulis siswa berdasar hasil akhir/hasil jadi tugas menulis siswa.	✓		
17.	Guru menilai proses menulis siswa.	✓		
18.	Guru mengukur kemampuan menulis siswa dengan menggunakan tes yang berupa <i>multiple choices test</i> atau <i>jumbled sentence or paragraph.</i>	✓		
19.	Guru mengukur kemampuan menulis siswa dengan <i>performance test</i> , yaitu menulis.	✓		
20.	Guru memberi kriteria penilaian writing yang berbeda untuk kelas VII, VIII, dan IX	✓		
21.	Guru menggunakan rubrik sebagai pedoman penilaian	✓		
22.	Aspek yang dinilai dalam writing adalah <i>grammar, vocabulary, punctuation, spelling</i> dan <i>word choice.</i>	✓		
23.	Rubrik yang biasa digunakan adalah <i>holistic rubric.</i>	✓		
24.	Rubrik yang biasa digunakan adalah <i>analytic rubric.</i>		✓	
25.	Guru tahu tentang penilaian portfolio		✓	
26.	Guru pernah menggunakan penilaian portfolio		✓	
27.	Guru tahu langkah-langkah penilaian portfolio.		✓	
28.	Guru dapat menyusun rubric penilaian untuk <i>portfolio assessment.</i>		✓	
39.	Guru akan mengalami kesulitan untuk menyusun rubrik penilaian portfolio.	✓		
30.	Penilaian portfolio bagus digunakan dalam writing.		✓	
31.	Sebaiknya guru memberitahu siswa tentang kriteria penilaian dalam writing.	✓		

The Transcript of the Interview

Interview transcript 1

Interviewer : The researcher (R)

Interviewee : Mrs. N.U (NU)/ T1

Day/date : Thursday, August 9th, 2012

Place : SMPN 15 Yogyakarta

R : Selamat pagi Bu, saya Novi dari UNY.

NU : Iya Mbak, bisa saya bantu?

R : Ee,, begini Buk. Saya kan mau penelitian di sini. Penelitian saya tentang R n D. Saya membuat rubrik untuk penilaian *portfolio*. Ibu ada waktu sebentar, untuk mengisi kuisioner dan interview sebentar? Saya butuh partisipasi dari guru kelas dua untuk mengisi kuisioner dan nantinya ikut dalam evaluasi rubrik yang saya buat.

NU : Wah jangan saya Mbak, saya baru disini, belum lama jadi belum tau cara pengajaran di sini. Sama Pak A. saja.

R : Nggak apa-apa Buk, saya cuma mau tanya-tanya sedikit, ini untuk kelengkapan data saya. Saya butuhnya dengan guru kelas dua. Kemarin saya sudah nanya Bu LE, katanya guru kelas duanya Bu LE, Bu SR sama Bu NU.

NU : Oo gitu, oh Pak A. kelas satu kok ya. Lha tapi saya belum lama di sini Mbak, tadinya saya ngajar di SD.

R : Nggak apa-apa Buk.

NU : Tapi saya belum berani kalau ikut dalam evaluasinya soalnya saya juga masih belajar cara mengajar anak SMP Mbak.

R : Oiya nggak apa-apa Buk mungkin nanti saya evaluasinya dengan Bu LE dan Bu SR saja, Ibu cukup ikut mengisis kuisionernya saja.

NU : Oiya Mbak.

R : Nah ini Buk mohon di isi dulu.

NU : Ini tinggal nyentang aja kan Mbak?

R : Iya Buk.

NU : Kelas yang diampu maksudnya gimana?

R : Di tulis kelas satu, dua, atau tiga Buk.

NU : Oiya. Lha kalau latar belakang pendidikan ini?

R : Itu S1 S2 atau lainnya.

NU : Ya. Pengalaman mengajar ini maksudnya tahunnya?

R : Iya Buk.

NU : *Imitative writing* itu maksudnya yang meniru ya. Lha kalau *intensive* itu yang gimana Mbak.

R : Eee... ini Buk. Singkatnya ke-empat jenis *writing* itu pengajaran *writing* di tahap kata, kalimat, paragraf dan yang terakhir lebih dari paragraf, contohnya *essay* Buk. Biasanya yang terakhir itu untuk mahasiswa, tapi untuk anak sekolah misalnya anak sma itu sudah mulai diperkenalkan, walaupun masih sederhana.

- NU : Oo,, gitu ya. Nah kalau yang holistik dan analitik rubrik itu tadi gimana Mbak? Saya lupa? Maaf ya Mbak saya malah jadi belajar ini.
- R : Oiya nggak apa-apa Buk saya juga masih belajar. Begini Buk. Biasanya kalau dalam *writing* itu kan yang dinilai *grammar*, *vocab* sama *punctuation* kan. Nah yang *holistic* itu, misal nilai tertinggiya 4, yang dapat nilai empat itu yang *grammar*-nya bagaimana, *vocab*-nya bagaimana dan *punctuation*-nya bagaimana. Kalau yang *analytic* itu. *Grammar*, *vocab* sama *punctuation* punya rubrik sendiri-sendiri. Jadi nanti nilai *grammar* tertinggi itu yang bagaimana, *vocab* tertinggi itu yang bagaimana, seperti itu Buk.
- NU : Oooo ya,,Nah kalo *portfolio assessment* ini gimana Mbak?
- R : Ee..nanti saya jelaskan Buk. Ibu tahunya yang bagaimana?
- NU : Ya...ini kan Mbak yang mengumpulkan karya-karya gitu kan Mbak?
- R : Oiya,,berarti yang ini jawabanya Buk.
- NU : Ooo,,berarti ini semua juga sama,,hehe.Ini saja Mbak?
- R : Iya Buk. Sekarang interview bentar ya Buk, untuk kros cek jawabannya.
- NU : Iya.
- R : Mmm,, menurut Ibu bagaimana pengajaran Bahasa Inggris di sekolah ini? Apakah Ibu mengalami kesulitan dalam mengajarkan Bahasa Inggris?
- NU : Mmm,, ya biasa aja si Mbak,, soalnya saya baru 1 kali masuk.
- R : Ooo,, gitu ya Buk. Lalu menurut Ibu dari keempat skills Bahasa Inggris manakah yang paling sulit untuk diajarkan, *speaking*, *listening*, *reading* atau *writing*?
- NU : Emm,, *speaking* mungkin ya. Soalnya anak-anak itu kalau di suruh ngomong susah sekali.
- R : Oiya. Belum PD untuk ngomong mungkin ya Buk.
- NU : Iya Mbak. Soalnya mereka takut kalau ngomongnya salah.
- R : Oiya. Nah kalau yang paling sulit untuk dievaluasi atau dinilai yang mana Buk? *Speaking*, *listening* *reading* atau *writing*?
- NU : *Writing*. Sulitnya itu untuk menentukan standar penilaiannya itu lho Mbak. Soalnya kemampuan siswanya kan berbeda-beda. Biasanya mereka masih kesulitan dalam menyusun kalimat.
- R : Apakah Ibu mempunyai kesulitan dalam mengajarkan *writing*?
- NU : Ada.
- R : Apa kesulitannya Buk?
- NU : Kesulitanya itu dalam mengajarkan tenses, soalnya anak-anak masih bingung kalau menyusun kalimat itu menggunakan tenses apa. Kadang mereka tahu bagaimana menyusunnya, antara subjek dan kata kerjanya, tapi tensesnya masih salah. Yang lain ya tentang pengajaran kosa kata, karna penguasaan kosakata anak itu masih minim.
- R : Oiya, jadi kesulitannya dalam mengajarkan tenses dan kosa kata ya Buk. Nah kalau menurut Ibu bagaimana kemampuan menulis siswa di sekolah ini, khususnya untuk kelas dua?
- NU : Yang saya liat kemampuan menulisnya sudah cukup baik.
- R : Kalau kelemahan mereka dalam menulis dalam hal apa Buk?
- NU : Ya tadi itu, *tenses* sama kosa kata.
- R : Lalu cara Ibu mengatasinya bagaimana?

- NU : Saya biasanya memberi *clue*. Misalnya kalimat ini menceritakan kejadian kapan? Sekarang atau lampau, kalau sekarang pakenya apa kalau lampau pakenya apa, seperti itu.
- R : Kalau jenis teks yang diajarkan pada siswa apa saja Buk?
- NU : Kemarin saya baru sempat mengajarkan *descriptive* teks.
- R : Nah tentang jenis *writing* yang diajarkan sudah sampai tingkat yang mana Buk? Sampai tahap kata, kalimat, paragraf atau lebih dari paragraph?
- NU : Mmm,, paling sering sampai bentuk kalimat sederhana,, dalam bentuk *present tense* biasanya.
- R : Kalau untuk rubrik penilaiannya Ibu dapat dari mana?
- NU : Saya buat sendiri. Kalau siswa bisa menyusun kalimat dengan benar nilainya empat, kalau salah saya beri nilai satu untuk penghargaan karena dia mau berusaha. Tapi kalau tidak membuat ya nilainya nol.
- R : Kalau kesulitan Ibu dalam menilai *writing* apa Buk? Apakah kesulitannya dalam membuat tesnya atau rubriknya seperti itu?
- NU : Dalam membuat tesnya.
- R : Kenapa Buk?
- NU : Ya karna kan kemampuan siswa itu beda-beda ya. Jadi kita juga kadang susah menyesuaikan.
- R : Jadi soalnya bisa berbeda tergantung kemampuan siswa di kelas itu ya Buk.
- NU : Iya Mbak.
- R : Nah kalau dalam mengajarkan *writing* Ibu menerapkan langkah-langkah menulis atau tidak Buk? Maksudnya siswa dibimbing dari pemilihan topiknya, lalu memberi arahan apa saja yang bisa ditulis, lalu setelah itu dievaluasi atau guru memberi contoh lalu anak-anak disuruh membuat tulisan seperti di contoh begitu?
- NU : Menerapkan. Jadi biasanya saya memberi pilihan judul begitu, lalu anak-anak memilih salah satu dan mengembangkannya. Itu ya setelah memberi contoh sebelumnya misalnya tentang teks *descriptive* itu seperti apa, dari contoh nanti kita analisa kalimatnya satu persatu dan anak mencoba membuat dulu.
- R : Apakah menurut Ibu seharusnya guru menerapkan langkah-langkah menulis?
- NU : Iya.
- R : Apakah guru mengevaluasi proses menulis siswa?
- NU : Iya?
- R : Caranya bagaimana Buk?
- NU : Dengan observasi di kelas, waktu anak mengerjakan.
- R : Apakah proses menulis siswa tadi ikut dinilai? Maksudnya dimasukkan juga ke dalam rubrik?
- NU : Tidak masuk rubrik.
- R : Lalu bagaimanakah cara guru menilai tulisan siswa?
- NU : Ya dengan rubrik tadi.
- R : Jenis penilaian seperti apa yang biasa ibu lakukan? Apakah dalam bentuk *objective test, jumbled sentences or jumbled paragraph* atau dengan menulis?
- NU : Ya kombinasi. Artinya ya ada *objective* tesnya, ada menyusun paragrafnya dan ada menulisnya.
- R : Tetap ada soal yang mengharuskan siswa untuk menulis ya Buk?
- NU : Iya, tetap ada.
- R : kriteria apa saja yang biasanya Ibu nilai dalam *writing*?

- NU : *Grammar*,,pemilihan katanya,, dan susunan katanya.
- R : Kalau rubrik yang biasa Ibu pakai apa? *Holistic* atau *analytic*?
- NU : Yang *holistic* itu yang bagaimana ya Mbak saya lupa,,hehe malah jadi belajar,,
- R : Ooh nggak apa-apa Buk, saya juga masih belajar. Seperti ini Buk (peneliti menggambarkan contoh *analytic* dan *holistic rubrik* agar guru mudah memahami). Misalnya kalau tadi Ibu menilai *grammar* dan *word choice*-nya,,kalau yang *holistic* itu yang nilainya empat itu yang *grammar* dan *word choice*-nya yang bagaimana. Kalau yang *analytic* itu nanti *grammar* dan *word choice*-nya punya nilai sendiri-sendiri seperti ini.
- NU : Oooo,,gitu ya Mbak. Berarti tadi punya saya yang *holistic*, yang dinilai semuanya sekalian ya.
- R : Iya Buk. Kenapa Ibu memilih menggunakan rubrik ini?
- NU : Mmm,, ya mungkin karna lebih simpel ya Mbak,,lebih gampang menilainya.
- R : Apakah Ibu tau *portfolio assessment*?
- NU : Mmm,,udah lama sekali si Mbak,,udah agak lupa.
- R : Nggak apa-apa Buk setahunya saja.
- NU : Ya yang saya tahu mengumpulkan tugas-tugas itu kan Mbak.
- R : Iya Buk. Ada lagi? Menurut Ibu dinilai atau tidak tugasnya itu?
- NU : Ya dinilai.
- R : Apakah Ibu pernah menyusun rubrik untuk penilaian portofolio?
- NU : Belum.
- R : Nah dalam penelitian ini saya kan akan membuat rubrik untuk penilaian portofolio. Nah dalam penilaian portofolio itu nanti siswa mengumpulkan tugas-tugasnya baik yang di kelas maupun yang PR. Saya memilih dua jenis tugas itu karena berdasar observasi saya dulu, anak-anak itu suka nyontek atau sekedar *copy paste* dari buku atau dari internet. Nah tugas yang di kelas itu untuk membandingkan dengan PR mereka, apakah ada perbedaan yang jauh atau tidak. Kalau hasilnya sangat berbeda kan ada kemungkinan PR nya itu bukan garapan siswa sendiri. Nah selain tugas-tugas,,nanti juga ada *reflection*. *Reflection*-nya itu nanti isinya tentang pendapat-pendapat siswa dan *self-assessment* mereka. Jadi dalam *reflection* mereka nanti bisa dilihat apakah mereka bisa menilai diri mereka sendiri atau tidak. Setelah mereka mengumpulkan tugas-tugas dan *reflection*-nya, nanti tugas-tugas dan *reflection*nya dikumpulkan untuk dievaluasi. Setelah itu dikembalikan untuk direvisi,,baru nanti hasilnya di kumpulkan untuk di nilai. Sebenarnya dalam praktek yang sebenarnya, evaluasi sebelum penilaiannya itu lebih dari satu kali, tapi karena saya cuma mau membuat rubriknya, saya cuma mengadakan satu kali evaluasi dan datanya nanti untuk menguji apakah rubrik saya sudah layak digunakan atau belum. Dalam rubrik saya, proses menulis siswa juga di nilai,, apakah mereka mengalami kemajuan atau tidak. Nah lalu bagaimana tanggapan Ibu mengenai *portfolio*?
- NU : Bagus.
- R : Menurut Ibu kriteria apa saja yang perlu saya masukkan ke dalam rubrik yang akan saya buat?
- NU : Ya seperti tadi ya, kosa kata, *grammar*, sama susunan katanya.
- R : Oiya. Lalu menurut Ibu apakah kita perlu memberitahu siswa tentang cara penilaian dan kriteria penilaian sebelum memberikan tugas yang akan dinilai?
- NU : Perlu,,agar mereka bisa lebih focus dengan pekerjaannya.

R : Oiya. Cukup sekian interviewnya Buk,terimakasih atas waktunya.

NU : Iya Mbak sama-sama.

Interview Transcript 2

Interviewer : The researcher (R)

Interviewee : Mrs. L.E. (LE)/ T 2

Day/Date : Thursday, 9 August 2012

Place : SMPN 15 Yogyakarta

LE : Gimana?

R : Ini Buk,,eee,,bisa interview sebentar.

LE : O iya.

R : Sebentar Buk. Oiya,,ini mohon mengisi *questionnaire* dulu Buk nanti untuk kros cek saya.

LE : Oiya. Sudah Mbak?

R : Oiya Buk. Mm,,ini interviewnya saya rekam ya Buk, biar saya tidak lupa nanti.

LE : iya,,boleh-boleh.

R : Pertama tentang pengajaran Bahasa Inggris. Bagaimana pengajaran Bahasa Inggris di SMP?

LE : Maksudnya apanya? Apanya dari pengajarannya yang ditanyakan?

R : Mmm,,apakah ada hambatan untuk mengajarkan Bahasa Inggris?

LE : Oiya,,he'e..oiya ada. Kalau di SMP itu pengajarannya masih di taraf,,para siswanya itu masih taraf, ee apa ya,, menghafal,, masih taraf menghafal,, sehingga ketika mereka itu harus memahami konsep. Padahal konsep dasar itu sudah,, tampaknya sudah diperlukan untuk siswa smp untuk era sekarang. Sehingga kita, kesulitan kita adalah me,, rubah dari kebiasaan menghafal itu tadi ke konsep dasar.

R : Dulu memang seringnya pake *drill* ya Buk?

LE : Ya,,dulu pake *drilling*, sementara kalau sekarang kan,,e kalau kita keseringan *drilling* juga dengan mengambil jam pelajaran kan menghabiskan waktu.. begitu.

R : Nah dari keempat *skills* Bahasa Inggris itu, yang *listening*, *speaking*, *reading*, *writing* itu yang paling susah untuk diajarkan yang mana Buk?

LE : Eee,,, kalo dibilang paling susah,, sebetulnya semuanya susah sih. Masalahnya kalau untuk *speaking* juga anak-anak tidak terbiasa mengucapkan kata, itu juga ketika dia mengucapkan,, malu. Trus kemudian kalau untuk *listening* juga itu ee,, memang perlu berlatih untuk banyak-banyak mendengar, jadi kesulitannya disitu. Kalo untuk membaca,, itu, ya itu tadi, eee,, setiap siswa itu kan punya talenta masing-masing, punya bakat masin-masing, jadi ada yang cepat memahami teks ada yang lama. Itu, kelemahannya kalo membaca disitu. Padahal yang dituntut memahami teks,memahami bacaan, lha itu susahnyanya. Kalau *writing* itu kalau udah kepentok sama yang namanya *grammar*,, itu sudah mau nggak mau kan anak-anak sudah harus mengenal *grammar* itu,, kalimat,, kalau diucapkan waktu yang lalu, harus seperti apa, sekarang apa, sedanga apa,, nah itu. Biasanya sih memang agak memerlukan waktu yang lama, untuk *grammar*.

R : Kalau *writing* itu, apa,, biasanya hambatannya itu di *grammar* ya Buk.

LE : Betul. He'em.

R : Nah kalau dari keempat *skills* itu yang paling susah dinilai yang mana Buk?

- LE : Paling susah dinilai itu kalau menurut saya, itu ada pada,, ada pada,, *speaking*. He'em. Untuk disini lho ya.. karna anak-anaknya tidak terbiasa dengan itu.
- R : Susahnya dimananya Buk?
- LE : Eee,,, jadi kalo *speaking* itu kan punya,,, apa ya,,? kriteria *speaking* sendiri itu kan,, kalau saya sendiri juga belum jelas, kalau seperti *writing* itu ka nada,, ada rubriknya khusus kan ya,, ada,, ada, kalau *grammar*-nya betul, kalau penulisannya betul, yak an bisa diliat itu, kalau *speaking* kan tidak bisa diliat. Trus kadang-kadang kan, kadang-kadang, kita, kita ajak bicara apa, nyambungnya apa,,. Jadi mungkin pada tahap apa ya,, daya tangkap mungkin ya,, trus kemudian mereka harus mengungkapkan kembali. Jadi yang sering di lapangan itu, mereka ngerti dengan yang ditanyakan tetapi untuk menjawabnya, itu mereka ragu. Sehingga lebing menggunakan ke bahasa Indonesia. Jadi lebih malu kali ya untuk, untuk, malu kalo-kalo dibilang salah..
- R : He'e. mungkin belum PD ya Buk?
- LE : Betul. PD-nya yang belum ada.
- R : Em,,, kalau untuk pengajaran *writing* ada kesulitan atau tidak Buk?
- LE : Eee,,, kalau *writing* emang sulit si ya. Sulitnya di *grammar* tadi, sehingga agak membutuhkan waktu yang lebih lama,,. Padahal ee,, apa namanya,, jatah jam untuk itu kan tidak ada, tidak,, malah banyak di membaca. Sehingga kalo *writing* itu apa lagi kalo kita fokusnya ke ujian nasional,, ujian nasional kan tidak memerlukan *writing*. Dia hanya sekedar membulatkan,, dan itu kan,, biasanya kita aplikasinya ke,, ujian praktek.
- R : Kalau kemampuan menulis siswanya bagaimana Buk?
- LE : Eee,,, kemampuan itu memang tidak semua kelas yang diampu itu punya kemampuan yang bagus. Tetapi sebagian besar sih, boleh dibilang sebagian besar gitu,, eee, bagus. Terutama setelah mereka mengikuti,, apa, penjelasan, materi trus kemudian diaplikasikan,, biasanya si bagus daya tangkapnya.
- R : Kalau kelemahan menulis siswa itu ada di *grammar*-nya tadi ya Buk?
- LE : Ada di *grammar* betul, he'em. Sama,, apa ya,,, penguasaan kosa kata kali ya he'e. Ya terutama di *grammar* itu. Kalo kita tuntutan untuk menjawab lengkap lemahnya di *grammar* itu, tapi kalo sekedar menjawab pertanyaan,, bisa.
- R : *Vocabulary* yang kurang ya Buk?
- LE : Bisa si. Kalo sekedar menjawab pertanyaan misalnya ditanya "*what is the purpose of bla bla bla*" gitu dia langsung bisa njawab itu apa, gitu.
- R : Kalo kesulitannya mungkin cara menyusun katanya ya Buk?
- LE : Menyusun katanya,, betul.
- R : Nah cara mengatasinya gimana Buk?
- LE : Eeee,,, ya memang kita harus jelaskan. Kita jelaskan dengan pelan gitu dengan memberikan,, apa ya,, memberikan ciri,, ciri atau *clue* untuk setiap teks yang harus mereka buat itu.
- R : Kalau yang biasa diajarkan kepada siswa,, itu teks apa aja Buk?
- LE : Selama tiga tahun atau hanya yang kelas delapan?
- R : Mmm,,,.
- LE : Teksnya kan ada *short functional* teks,, ada *transactional* teks,, ada *genre of text* itu kan, *genre of texts* itu, ada tiga itu.

- R : Mm,, itu berarti mengacunya pada kurikulum ya Buk?
- LE : Iya,, betul,, mengacunya pada kurikulum.
- R : Nah kalau tadi jenis *writing* yang diajarkan pada siswa itu yang apa aja Buk? Yang *imitative, intensive*, dari yang tingkat kalimat atau yang lebih dari paragraf. Kalau untuk SMP sampe yang mana Buk?
- LE : Untuk SMP sampai semuanya itu sebetulnya iya, sebetulnya. Dari tingkat kata, menyusun kata, kemudian kalimat, kalimat menjadi paragraf pendek,, kemudian menjadi beberapa paragraph,, memang kita ajarkan.
- R : Sampai beberapa paragraf?
- LE : Iya,, minimal dua paragraf.
- R : Kalau seperti essai itu?
- LE : Iya *essay*, *essay* kan biasanya kalau kita,, misalnya berkaitan dengan teks. Misalnya kalau kelas tiga ini kan ada yang namanya *recount*, ada *recount* teks itu kita bisa meminta siswa untuk menuliskan pengalaman mereka. Pada saat liburan misalnya seperti itu, itu kan sudah ada beberapa paragraf.
- R : Ee,, itu mungkin untuk kelas tiga,, kalau untuk kelas dua sudah belum Buk?
- LE : Ee,, kelas dua,, sudah si,, He'em. Paling tidak ada satu kali mereka membuat itu,, tetapi ya itu tadi, he'e *grammar*-nya,, masih banyak yang harus diperbaiki.
- R : *Essay* sederhana mungkin ya Buk?
- LE : Betul,, *essay* sederhana,, he'e betul.
- R : Mm,, kalau untuk rubrik penilaian *writing* itu Ibu dapat dari mana? Apa membuat sendiri apa,,
- LE : Biasanya kita membuat sendiri sih,, he'em bikin sendiri.
- R : Ada sumbernya gitu Buk? Mm,, misalnya mengadaptasi dari buku,, atau dari sumber lain?
- LE : Apanya soalnya atau rubriknya?
- R : Rubriknya?
- LE : Enggak kalau rubriknya biasanya kita membuat sendiri.
- R : Untuk kriterianya juga Ibu buat sendiri?
- LE : Iya,, tapi biasanya kan patokannya juga kurikulum. Misalnya untuk menuliskan harus jelas misalnya *grammar*-nya bagaimana,, itu,, tata bahasanya kan juga harus jelas. Bermakna juga kan gitu.
- R : Mm,, kalau untuk menilai *writing* itu ada kesulitan nggak Buk?
- LE : Lumayan sulit juga karna kita kan punya kriteria itu tadi, rubrik itu tadi. Jadi kadang-kadang menjadi terlalu ideal ketika kita menetapkan rubrik tanpa melihat ke anak gitu. Kesulitannya adalah kita punya rubrik, kriteria untuk anak, mestinya bisa mengerjakan begini, begini, begini, gitu tapi di lapangan ternyata ,, waduh kok seperti ini. Kalau rubrik itu kita terapkan *full* itu memang agak sulit juga sebetulnya. Dan biasanya, itu kan yang paling ditakuti anak-anak kan, jadi mereka ekstra hati-hati untuk menulis.
- R : Dalam mengajarkan *writing*,, Ibu menerapkan langkah-langkah,, kan ada yang *drafting* dan sebagainya itu. Misalnya yang dari pemilihan judul,, itu misalnya ada yang *brain storming*. Misalnya untuk deskripsi,, misalnya tentang sekolah itu kan bisa macem-macam, bisa deskripsi tentang ruang sekolah, letak sekolah, kan macem-macam,, tentang guru, teman atau lain-lain seperti itu. Nah itu nanti siwa diarahkan untuk memilih judul yang mana,, seperti itu atau guru menentukan nanti menulis tentang ini,, seperti itu. Dan nanti misalnya untuk penyusunan kata, yang perlu mereka tulis itu misalnya untuk

deskripsi ruang kelas, itu misalnya nanti yang ditulis misalnya dari posisinya, dari letak barang-barang di kelas,, itu nanti mereka dibimbing sampai mereka menyusun satu paragraf atau cukup mereka dikasih contoh, dikasih tema lalu di suruh menulis?

LE : Biasanya kita pertama mengenalkan materi pelajarannya untuk, pada saat itu apa, kemudian kita beri gambaran, termasuk apa si unsur-unsur, unsur-unsur teks itu, apa saja yang mereka harus pelajari. Terus kemudian kalo mereka sudah punya gambaran, sudah punya konsep tentang teks yang mau mereka pelajari, baru kemudian kita berikan contoh. Setelah kita berikan contoh, nanti eee,, kita kupas itu kan contoh kita kupas kita coba analisis, apakah contoh yang diberikan sesuai dengan, dengan cirri-ciri yang diberikan atau tidak gitu. Terus setelah itu yang pertama biasanya setelah diterangkan itu, yang pertama adalah, kita berikan beberapa contoh teks yang ada dibuku yang mereka pegang, yang paling mudah ya, itu dari beberapa yang tidak ada tidak ada apasih namanya, ini apa, teks apa, *genre*-nya teks apa,, kita minta anak-anak untuk menganalisis manakah contoh teks yang dimaksudkan tadi. Lha kalo sudah begitu mereka akan kita ajak untuk membaca, trus dibaca, kalo sudah, dan itu memang beberapa kali pertemuan. Kalo sudah baru kita minta nanti ee,, berikan tugas tapi biasanya kita tidak menentukan judul, hanya terarah ke jenis teks yang itu.

R : Jadi mereka ee,, apa,punya kebebasan untuk menentukan.

LE : Betul, he'em. Bahkan mereka bisa mengambil dari internet atau bisa mengambil dari,,,eee,,

R : Untuk sumbernya?

LE : Iya untuk sumbernya.

R : Lha nanti itu sebelum dinilai nanti ada,, misalnya dikumpulkan lalu di koreksi dulu sama ibu,, misalnya dikasih feedback kalo yang salah itu dicoret bawah di garis bawah, atau,,

LE : Iya dikomentarin.

R : Iya, dan nanti anak-anak suruh merevisi lagi,, ee, atau itu untuk penilaian.

R : Untuk penilaian Mbak,, he'e untuk penilaian.

LE : Tapi kita merefleksi, merefleksi cuman hanya kita minta anu aja,, ini contoh aja,, contoh apa ya,, tapi ini bukan anu ya, ini hanya *short functional* teks aja, contoh-contoh yang mereka buat seperti ini. He'em ini contoh-bontoh yang mereka buat. Memang tiap tahun tidak sama sih. Biasanya saya melihat ke,, apa ya,, apa sih yang menjadi kelemahan anak-anak ini,, gitu, itu justru yang saya pake untuk,, untuk apa merefleksi, merefleksi, mereka itu bisa.

R : Nah kalo,, itu tadi kan ada, proses menulis kan agak panjang gitu ya Buk. Nah biasanya Ibu itu, biasanya itu di observasi. Nah tapi apakah itu nanti dimasukkan untuk nilai plus, misalnya anak ini benar-benar memperhatikan, terus ada yang, benar-benar mereka serius itu untuk nilai plus dalam nilai penilaiannya atau tidak, atau Ibu hanya menilai hasil jadinya, bagus atau tidak gitu.

LE : Ee,, memang ada nilai plus untuk, untuk mereka yang,, e,, apa ya,, bisa sekali, bisa sekali,, sekali,, mengaerjakan, kemudian bagus, kemudian memang kita liat prosesnya, prosesnya ketika sedang, ketika sedang diproses, apa, pembelajaran itu, bagaimana yang pake, ini memang, memang menjadi nilai plus. Aritinya nanti ada, ada pengayaan bilamana kalau terjadi, e,, kok ini beberapa anak sudah sangat sangat, sangat-sangat bagus gitu, sementara sebagian kok masih kurang gitu. Nah ini yang dua ini biasanya yang diberikan nilai tambah atau kita berikan pengayaan dengan teks yang berbeda yang kita upayakan untuk, apa sih, tingkat kesulitannya agak di atasnya sedikit, bisa apa tidak gitu.

- R : Kalau itu misalnya dikasih nilai plus, nilainya itu cukup ditambah begitu kan? Tapi tidak di masukkan ke rubrik.
- LE : O, enggak. He'e, he'e ditambahkan.
- R : Kalau dalam membuat apa,, assessment-nya,, mmm, itu,, Ibu memperhatikan aspek apa saja? Dalam mendesain penilaiannya, lha itu, untuk tasknya atau apanya itu?
- LE : Eee,,, yang pertama tentu kita sesuaikan dengan kemampuan anak di kelas itu. Iya dengan kemampuan anak di kelas itu, terus bisa jadi antara kelas satu dengan yang lain berbeda. Ini saja proses pembelajarannya saja sudah berbeda to Mbak. Ini saja sudah beda. Nah yang di sini aku berani memberikan ini, tapi kalo yang di kelas itu aku berani memberikan yang seperti ini, gitu. Mungkin aku merasa di kelas ini aku nggak perlu menjelaskan ini panjang lebar, cukup dengan begini, ooo,, ternyata sudah ngerti, sudah. Tapi ternyata di kelas ini aku harus mulai dari nol, harus.
- R : Nah itu untuk misalnya kelas yang A itu kelas unggulan, kelas yang B itu kelas yang biasa saja. Itu kan kemampuannya beda, nah nanti nilai tertinggi untuk kelas A sama kelas B itu, misalnya sama-sama 90 itu kemampuannya beda, atau misalnya nilai tertinggi untuk kelas A itu 90 untuk kelas B itu 80?
- LE : Kalau untuk nilainya, kalau untuk nilainya sih,, sama si Mbak. Cuma, cuma memang, ee,, apa ya?
- R : Beda kemampuannya?
- LE : He'e karna memang terus kemudian,, karna gini Mbak,, kalo, kalo seperti itu memang nanti dengan soal yang sama,, itu sudah pasti nilainya akan,, akan beda sendiri, dengan soal yang sama. Artinya begini kalo yang di kelas unggulan itu biasanya sudah bisa mencapai 90 itu belum tentu yang di sini juga 90,, gitu.
- R : Nah kalo misalnya nanti,, kan kita membuat *assessment* itu kan beda-beda ya Buk,, misalnya standarnya kelas A kan beda dengan standarnya kelas B, nah nanti nilai tertingginya itu sama,, atukah berbeda Buk?
- LE : Nilai tertingginya,, biasanya sih aku sama.
- R : Kan ada dua cara penilaian itu memang kan Buk. Kalau yang sama pake yang ini berarti Buk, *norm reference*, standar acuan norma.
- LE : Memang biasanya si sama sih. Karna kita kan masih,, kalo saya melihatnya masih sebatas,, eee,, ke hasil,, kalo harian si memang cuma dari hasil ulangan ini, itu gitu. Cuma nanti kalo di akhir baru proses.
- R : Nah kalo ini kan soalnya sama,,tapi kemampuannya beda. Nah nanti kan nilainya beda,,, nah kalo itu tu pakenya apa ya,, *norm* apa apa si, pokoknya kalo yang satu nilainya sama kemampuannya beda itu patokan norma,, iya he'e. Cara Ibu menilai tulisan siswa gimana Buk?
- LE : Maksudnya?
- R : Hehe...
- LE : Itu kan sudah pake rubrik itu kan?
- R : Iya pake rubrik. Kalo jenis penilaiannya, misalnya itu,, *performace test*,, itu yang di suruh menulis atukah tes, tes yang *multiple choice*,,itu, itu yang mana Buk?
- LE : Ya dua-duanya dipake.
- R : Dalam satu kali penilaian?
- LE : Iya satu kali ulangan, iya. Tapi kalo proses harian nggak bisa. Menulis. Tapi kalo ulangan nanti ada dua model itu yang dipake.
- R : Kalo kriteria penilaian dalam *writing* apa saja Buk yang Ibu pake?

- LE : Ee,, apa ya,, *grammar*-nya, tata bahasa, itu,, terus,, tanda baca, terus penulisannya tepat, penulisan itu lho huruf itu, *spelling*-nya, betul, terus kemudian *meaningful*.
- R : Kalo rubrik yang sering di pake,, antara tadi yang holistik sama yang analitik itu yang sering yang mana Buk?
- LE : Ee,, holistik itu tadi yang mana to?
- R : Holistik itu yang dijadikan satu,, satu penilaian itu untuk eee,, *grammar*-nya bagus, *vocab*-nya bagus, *punctuation* bagus, itu nilainya empat.
- LE : Kalo salah satu unsur itu, nilainya tiga,,
- R : Kalo yang analitik itu yang *grammar*-nya sendiri,,*vocab*-nya sendiri,,ininya sendiri.
- LE : Kalo proses,, selama proses KBM memang sendiri-sendiri. Tapi nanti kalo sudah masuk ulangan, itu pake yang holistik tadi. Kan, sifatnya kalo harian kan sifatnya masih latihan kan Mbak. Hari ini kita latihan ini berarti kita proses penilaian itu,, kan gitu.
- R : Masih untuk mengukur perkembangan siswa saja?
- LE : He'em, he'em.
- R : Mm,, hehe,, Ibu pernah mendengar tentang *portfolio assessment*?
- LE : *Portofolio*,, setau saya,, setau saya lho, ya kalo saya nggak salah ini. Itu, itu tugas, semacam tugas akhir ya,, eh bukan tugas akhir si, tugas apa si,, eee,, apa si Mbak,, ada, ada bukti otentik dari,, tugas itu kan.
- R : Pengumpulan bukti-bukti?
- LE : Pengumpulan bukti-bukti. Cuma selama ini dari pada kita banyak yang dikumpulkan jadi kita memilih aja lah yang dikumpulkan,, tidak semua kita kumpulkan.
- R : Memang,, apa ya, belum banyak dikembangkan Buk.
- LE : Ini juga si kalo guru mapele begini nanti jadi banyak sekali kalo mo dikumpulkan. Kalo guru kelas,, kalo guru kelas lebih enak mungkin ya.
- R : Mm,, kalo *portfolio* itu kan sebenarnya banyak macem, banyak tujuan dan itu bisa untuk apa saja. Nah misalnya,, ee,, itu kan nantinya jadi produk kan Buk, itu bisa untuk satu kali penilaian. Misalnya Ibu sekarang ngajar teks *descriptive*, besok *narrative* atau *recount* gitu kan buk, Ibu tadi sudah mengajarkan seperti tadi itu Buk, nah itu nanti tugasnya yang udah final,, bener-bener yang udah jadi itu nanti dikumpulkan semua. Nah itu nanti jadi satu penilaiannya,, nah dari beberapa teks itu nanti di bikin *reflection*, jadi dalam *portfolio* ini anak-anak juga di tuntut untuk, apakah mereka bisa menilai diri sendiri atau tidak, nah setelah itu mereka bikin *reflection*. Nah untuk teks ini nanti mereka disuruh membuat *reflection* gitu Buk,, nanti kelemahannya apa, kelebihanannya apa, terus apa yang kamu sukai misalnya seperti itu. Nah itu untuk alasan-alasannya seputar teks ini kan,, nah itu ada semua. Nanti untuk *reflection*-nya juga ikut dinilai,, jadi bukan cuma teksnya seperti ini tapi juga,, ee,, apa ya,, apakah mereka itu bisa menilai diri sendiri,, kan nanti kan kelihatan Buk mana yang bisa menilai diri sendiri mana yang tidak. Itu kan berarti membedakan yang *fast learner* sama yang *slow learner* juga. Nah nanti apakah jumlah *writing*, banyak sedikitnya jumlah *writing* mereka, juga bisa dinilai. Untuk yang *summative* ini nanti penilaiannya di produk akhir. Nah misalnya Ibu sudah mengajarkan *writing* untuk semua teks nanti di akhir pembelajaran semuanya dinilai jadi satu penilaiannya, kalo untuk portofolio. Sebenarnya sama saja si Buk, kalau penilaian yang biasa kan setelah selesai mengajarkan satu teks

misalnya, kita mengadakan penilaian begitu. Jadi ada beberapa kali penilaian, nanti di akhir baru dijadikan satu.

LE : Jadi cuma dibalik ya. Jadi semua dulu nanti baru jadi satu.

R : Iya. Kalo yang mau saya buat ini kan yang *formative*, itu nanti untuk mengukur *student' progress*. Jadi nanti yang dikumpulkan bukan cuma yang *finish*, yang tadi sudah berkali-kali dievaluasi itu bukan, tetapi dari pertama, dari hasil evaluasinya itu juga sama yang terakhir, nah nanti perkembangan siswa itu apakah dia benar-bener serius mengerjakan ini, ada perkembangan yang bagus, apakah *feedback*-nya ini di *washback*. Misalnya di kasih *feedback* sama guru trus,, oiya gini, gini, gini trus dipake untuk memperbaiki writing mereka,, itu nanti punya nilai tersendiri, sama udah dikoreksi gini dia males-malesan.

LE : Tidak ada perubahan gitu ya.

R : Iya. Itu nanti punya nilai sendiri juga. Nah itu nanti ikut dinilai, seperti itu. Nah nanti itu juga harusnya rubriknya beda sama yang *writing* biasa.

LE : Ooo,, jadi gitu.

R : Iya. Kan ada, tadi ada *reflection* itu juga dinilai. Seperti itu.

LE : Banyak ya, prosesnya.

R : Hehehe, iya Buk.

LE : Tapi mungkin juga dilapangan juga seperti itu prosesnya, cuma kita tidak tahu,, tidak membuat sebutan untuk,,

R : Ya biasanya kalo,, sebenarnya kalo *portofolio* itu bisa untuk semua, bisa untuk *speaking*, *listening*, *writing*, *reading*. Nah itu semua. Nah nanti hasil *speaking* itu bisa untuk audio dimasukkan kesitu, jadi semuanya itu dinilai jadi satu gitu, itu juga bisa. Ada juga yang dipakai di bisnis, tapi saya kurang mempelajari itu. Kalo yang diluar itu ada yang universitas-universitas itu untuk ujian masuknya itu disuruh mengumpulkan portofolio hasil dari belajar mereka itu. Nah itu untuk seleksinya. Nah jadinya kan rubriknya beda-beda harusnya. Saya bikin yang ada di *writing* dan itu menyangkut kurikulum. Nah kalo menurut Ibu kalo penilaian portofolio ini diterapkan disekolah bagaimana? Bagus atau tidak?

LE : Karena saya belum pernah menconba yang itu,,, belum bisa jawab juga si,,

R : Oo iya.

LE : Biasanya kita kan proses situ, proses ini selesai kita nilai proses situ selesai kita nilai, baru kita jumlah kan.

R : Oiya. Kalo menurut ibu,, kan saya mau membikin rubrik,, kriteria apa saja yang sebaiknya saya masukkan ke dalam rubrik itu? Yang untuk dinilai. Kalo yang selain Ibu nilai tadi itu,, ada kriteria lain nggak untuk dimasukan? Atau seperti yang tadi?

LE : Kalo secara,, secara anu,, ya itu sih,,

R : Itu saja ya?

LE : He'em. Maksudnya penilaian lain itu gimana? Penilaian yang di luar itu ataukah?

R : Misalnya itu, ada anak nyontek,, itu nanti,,

LE : Ooo, iya. Itu dikurangin,, misalnya itu kan? Atau misalnya harus mengerjakan ulang sendiri,, kan gitu.

R : Nah menurut Ibu,, penilaian yang tadi itu harus disampaikan kepada siswa atau tidak?

LE : Cara penilaian begitu?

- R : Ya yang mau dinilai,,.
- LE : Apa saja apa saja itu. Iya disampaikan, harus disampaikan. Jadi mereka tau kan. Persiapannya kan mereka harus tau,, kalo tidak disampaikan nanti mereka nggak ada persiapan.
- R : Nah sepertinya cukup dulu.
- LE : Okey...
- R : Terimakasih Buk.
- LE : Sama-sama.

Interview Transcript 3

Interviewer : The researcher

Interviewee : Mrs. S.R (SR)/ T 3

Day/Date : Saturday, 11th of August 2012

Place : SMPN 15 Yogyakarta

- R : Selamat pagi Buk.
- SR : Pagi.
- R : Mm,, Saya datang untuk interview Buk. Tadi pagi saya ke sini katanya Ibu sedang keluar.
- SR : Iya tadi saya keluar.
- R : Ee,, sebentar Buk.
- SR : Mbaknya dulu PPL di sini po?
- R : Oh,, enggak Buk. Semester kemaren kan saya ngisi English conversation di sini.
- SR : Oo,,, pantesan kok saya kayak pernah liat.
- R : Iya,,. Dulu pas ujiannya di keraton kan kita salah masuk lewat pintu depan Buk.
- SR : Oiya,, kayak pernah liat di kraton. Lha ini penelitiannya tentang apa?
- R : Ee,, saya membuat *portfolio rubrik* Buk. Interviewnya saya rekam ya Buk ndak saya lupa nanti.
- SR : Iya.
- R : Oiya, ini kuesionernya mohon di isi dulu Buk, untuk kros cek jawabannya nanti.
- SR : Oiya. Sudah Mbak ini saja.
- R : Iya Buk. Sekarang kita mulai interviewnya ya Buk. Mengenai pengajaran Bahasa Inggris di sekolah ini, kira-kira Ibu mengalami kesulitan atau tidak dalam mengajarkannya. Itu kan ada empat *skills* dalam Bahasa Inggris, *listening, speaking, reading dan writing* itu.
- SR : Ya banyak.
- R : Di apanya Buk kesulitannya?
- SR : Pertama, bukunya. Anak tidak boleh membeli buku. Guru tidak boleh menjual buku. Otomatis bukunya terbatas, akhirnya guru mencari sumber sendiri, itu. Kemudian, *listening skill, listening skill* itu jugak sulit, medianya. Trus *speaking*, karna anak tidak bisa mengucapkan Bahasa Inggris itu dengan baik dan benar. Tidak mau belajar sendiri, belajar itu kan tidak hanya dari guru, mungkin bisa dari media, dan televisi itu kan bisa di tirukan begitu. Truss,,, *background*-nya anak-anak di SMP 15 itu kan,, apa ya,, *background*-nya itu banyak anak-anak yang KMS itu kan sulit.
- R : KMS itu apa Buk?
- SR : Keluarga menuju sejahtera. *Backgroun*-nya itu membuat,, menjadikan kendala.

- R : Oiya, biasanya kan anak-anak ada yang ikut les-les gitu ya Buk.
- SR : Ya,, ada yang ikut ada yang nggak. Lha kalo bukunya, dulu paling ya cari dari internet gitu.
- R : Kalau dari ke empat *skills* itu menurut Ibu yang paling susah untuk diajarkan yang mana?
- SR : Keempat *skills*. Yang mana ya,,, *listening* itu, karena mereka ndak tau artinya.
- R : Nggak biasa mendengar kata-kata itu ya Buk?
- SR : He'e.
- R : Kalau yang paling susah untuk dinilai dari keempat *skills* itu yang mana Buk?
- SR : Paling susah, *listening*. Kalau *writing* itu malah sudah jelas itunya,, *speaking* juga jelas,, *speaking* kan bisa misalnya *performance*, terus,,, ke-PD-ean mereka,, pengucapan,, kalau *listening* itu,, pemahamannya anak-anak itu sangat terbatas,, jadi itu sulit untuk dinilai.
- R : Mmm,, kalau untuk pengajaran *writing* ada kesulitan nggak Buk?
- SR : Kalau *writing* itu biasanya anak-anak itu susah untuk membedakan kosa katanya. Subjeknya yang mana, verbnya yang mana,, itu anak-anak masih banyak yang salah,, idenya itu ada,, tapi untuk membentuk kalimatnya itu yang susah.
- R : Menurut Ibu bagaimana kemampuan menulis siswa di sekolah ini?
- SR : Tergantung masing-masing anak. Kalau untuk kelas pilihan bagus, kalau kelas lain yang KMS ya susah,, bahkan kalau diajarkan membuat karangan itu kadang-kadang anak hanya nyontek dari sumber lain.
- R : Kalau kelemahan mereka dalam menulis itu dalam hal apanya Buk?
- SR : Kelemahannya,,,dalam *grammar* dan *vocabulary*-nya.
- R : Emm,, lalu teks apa saja yang biasa diajarkan kepada siswa?
- SR : Ya banyak,, *descriptive*, *narrative*,,,ya tergantung.
- R : Mengacu pada kurikulum ya Buk?
- SR : Iya. Harusnya yang diujian itu tematik,, agar sesuai dengan yang diajarkan.
- R : kalau jenis *writing* yang diajarkan seperti apa Buk? Apakah dalam tingkat menyusun kata, kalimat, paragraf atau lebih dari paragraf?
- SR : Tingkat paragraf.
- R : Dari mana Ibu mendapatkan rubrik untuk penilaian *writing*? Apakah nyari dari internet atau mengadaptasi dari buku?
- SR : Saya buat sendiri.
- R : Kalau kriteria yang dinilai apa saja Buk?
- SR : Isinya, *grammar*-nya, pemilihan katanya, kerapian.
- R : Eee,,, apakah Ibu menerapkan langkah-langkah menulis dalam mengajarkan *writing*? Itu yang meliputi *drafting*, *structuring*, *focusing* dan sebagainya itu? Maksud saya,, dalam mengajarkan *writing* itu apakah Ibu membimbing mereka dari pemilihan topik, lalu membimbing dalam pembuatan drafnya, apa saja yang bisa mereka tulis atau kembangkan dari topik mereka itu, lalu mengevaluasi, kemudian hasilnya direvisi baru kemudian di nilai, atautkah anak-anak diberi penjelasan tentang teks yang mereka pelajari, diberi contoh lalu mereka disuruh membuat teks?
- SR : Membimbing mereka dari membuat kalimat,, misalnya membuat kalimat *present* itu bagaimana,, verbnya yang digunakan apa,, lalu anak-anak di beri contoh teks,, dua teks yang berbeda jenisnya,, lalu mereka disuruh mengidentivikasi,,jenis teks yang dimaksud itu yang mana,, begitu. Diharapkan anak

bisa menyusun kalimat, bahkan paragraf dari situ. Misalnya untuk *descriptive* teks ya,, susunan kalimatnya kan ada *noun*-nya, *verb*-nya, *adjective*-nya,, nah nanti untuk *adjective*-nya itu kan bisa tentang warna, bentuk dan sebagainya.

R : Apakah Ibu menilai proses menulis siwa?

SR : Iya.

R : Apakah penilaiannya masuk dalam kriteria untuk rubriknya?

SR : Tidak. Ya kalau anaknya rajin ya, bisa untuk nilai plusnya.

R : Kalau untuk penilaian *writing*-nya bagaimana Buk? Apakah karya tulis siswa setelah jadi langsung dinilai atau di koreksi dulu?

SR : Ya setelah mereka menulis ya dikoreksi dulu, lalu dikembalikan biar bisa diperbaiki, baru dinilai.

R : Nah, bagaimana cara Ibu menilai *writing* siswa? Apakah menggunakan *multiple choice* atau *jumbled sentences* atau dengan cara menulis?

SR : Semuanya. Pertama melengkapi kalimat dulu, habis itu menyusun paragraf, baru setelah itu menulis.

R : Jadi penilaiannya ada tiga macam itu Buk?

SR : Iya.

R : Dan tiga-tiganya ikut dinilai ya Buk?

SR : Iya.

R : Eee,,, apakah ibu tau *portfolio assessment*?

SR : Sudah lama sekali e,, sudah agak lupa.

R : Ndak apa-apa Buk seingetnya Ibu saja.

SR : Mengumpulkan tulisan-tulisan itu to?

R : Ya sederhananya begitu Buk, tapi bukan cuma tulisannya saja yang dikumpulkan. Nah tugas yang dikumpulkan itu bukan hanya tugas di kelas, tapi juga PRnya, lalu karya tulis mereka sendiri yang selain tugas dari guru, dan lain-lain. Nah selain tugas-tugas itu anak-anak juga membuat *reflection*. Isinya pendapat mereka tentang tulisan yang mereka kumpulkan itu, lalu bagaimana mereka menilai tulisan mereka. Jadi nanti setiap tugas yang mereka kumpulkan itu dibuat *reflection*-nya. Setelah semua teks selesai diajarkan dan siswa sudah membuat *reflection*-nya, maka semuanya itu dikumpulkan untuk dikoreksi. Setelah itu di kembalikan lagi untuk direvisi, nah setelah itu baru dikumpulkan lagi untuk di nilai. Nah disini saya mau membuat rubrik untuk penilaian *portfolio* tersebut. Nah menurut Ibu kriteria apa saja yang perlu saya masukkan ke dalam rubrik yang mau saya buat?

SR : Ya seperti tadi ya,, *grammar*, *word choice*, susunan dalam kalimatnya, mungkin kerapihan juga,,

R : Menurut Ibu jumlah kata dalam *writing* siswa di sini itu berapa Buk rata-ratanya? Apakah mencapai seratus kata atau lebih?

SR : Ya tergantung anaknya. Kalau untuk kelas bilingual ya sudah bisa menulis seratus kata, tapi kalau yang lain ya belum.

R : Oo,,ya. Berarti maksimalnya seratus kata ya Buk paling.

SR : Iya.

R : Kalau menurut Ibu sebaiknya kriteria penilaiannya sebaiknya disampaikan pada anak-anak atau tidak bu?

SR : Ya sebaiknya disampaikan,, biar anak-anak itu hati-hati menulisnya.

- R : Oiya. Sekian saja interviewnya Buk. Oiya nanti untuk evaluasi rubriknya saya butuh bantuan dari guru Bahasa Inggris kelas tiga Buk, jadi Ibu ikut ya. Nanti mungkin cuma Ibu sama Bu LE soalnya Bu NU masih baru dan *background*-nya dari mengajar SD, jadi Bu NU juga belum berani.
- SR : Iya,, kapan itu?
- R : Nanti saya hubungi lagi Buk,, soalnya ini masih nunggu Bu LE selesai mengajarkan *writing*nya.
- SR : Oiya.
- R : Sekian dulu ya Buk,,terimakasih.
- R : Ya,,.

Interview transcript 4

Interviewer : The researcher (R)

Interviewee : Miss P. W./ T4

Day/date : Tuesday, 30th of October, 2012

Place : Yogyakarta State University

- R : Ee,menurut Mbak Petet, apakah rubrik ini mudah digunakan untuk menilai pekerjaan siswa?
- Pt : Ya menurut saya, lumayan mudah ya. Ya bisa dikatakan mudah, asal kita teliti aja mbacanya dari tiap-tiap poin itu, asal memahami pasti bisa. Mudah.
- R : Ee, berarti yang penting dipelajari dulu.
- Pt : Iya dipelajari dulu.
- R : Yang kedua apakah aspek-aspek yang menjadi kriteria dalam rubrik ini dideskripsikan dengan jelas?
- Pt : Ya cukup jelas. Ya mungkin ada kelemahan satu itu,,yang tadi aku kasih tau itu. Tentang ini: “Bagaimana kalau siswa membuat refleksi untuk sebagian besar karya tulis tapi hubungan refleksi dengan karya tulis itu tidak jelas”. Refleksinya itu nggak jelas kan, walaupun refleksinya dia bikinnya banyak tapi nggak mengarah kesitu,,mana ininy?*Option*nya? Gitu. Jadi kita bingung mau nilai yang empat atau tiga kayak gitu.
- R : Mmm,, lalu saran anda bagaimana?
- Pt : Hehe,,saran saya,, saran saya mungkin,,ee,, ditambahkan atau apa ya?
- R : Atau? Jadi untuk nilai jelas atau tidak jelas dianggap sama ya, berarti yang penting jumlah *reflection*nya bukan di,, apa? Kualitas didalam *reflection*nya?
- Pt : Iya,, he’e.
- R : Ee,, kalau mengenai skor dan descriptor yang digunakan,, sekor yang ini,,ini kan berbeda, ada yang empat ada yang lima seperti itu?
- Pt : Iya, ya. Poin-poinnya ya, bobotnya. Kalau bobotnya menurut saya udah cukuplah udah bagus. Udah sesuai juga dengan karakteristik. Iya. Mungkin *descriptor* atau *description* ya kalau aku kok lebih cocok yang *description* karna mendeskripsikan ini kan, apa yang ada di sini. Tapi ya kalau dosen seneng yang ini ya nggak tau,,hehehe.
- R : Eee, lalu apa saja masalah atau hambatan yang anda temui dalam mengoreksi ini?
- Pt : Kalau saya mungkin lebih ke,,bolak-balik kertas ya,,berapa kali kita harus liat,,dan balik lagi ke poin pertama, poin ke dua kaya gitu. Trus kadang harus baca lagi ininya,,apa? Hasil karya siswa, itu aja sih problemnya. Dan lebih memakan waktu memang, hehe untuk mengoreksi ini.

R : Mmm,cukup sekian mungkin saja. Terimakasih atas *review*nya dan saran-saran yang telah diberikan.
Pt : Iya sama-sama.

Interview transcript 5

Interviewer : The researcher (R)

Interviewee : Mrs N. U. (Nr) / T1

Day/date : Friday 3th of November, 2012

Place : SMP Negeri 15 Yogyakarta

R : Nah, menurut ibuk apakah rubrik ini mudah digunakan untuk mengoreksi tugas siswa?

Nr : Susah, rumit.

R : Susahnya bagaimana buk?

Nr : Susahnya kadangkannya satu rubrik itu ada beberapa kriteria.

R : Eeh,, jadi kalau menurut ibuk sarannya bagaimana?

Nr : Kalau menurut saya tu lebih mudah tu satu rubrik untuk satu kriteria jadi lebih mudah untuk menilainya, lebih praktis gitu. Lebih mudah cara berfikirnya kita, kan maksudnya kan banyak, kalau dalam satu rubrik itu ada beberapa kriteria kan kita berfikirnya agak rumit ya.

R : Oh,,iya. Nah ini kan ada lima ya buk, nah ini memang yang tiga itu ada dua kriteria yang saya masukkan dalam satu rubrik, seperti itu. Nah berarti menurut ibuk mendingan yang tiga itu dipisah sendiri-sendiri. jadi mungkin enam itu malah lebih mudah ya buk?

Nr : Iya. Iya kalau menurut saya malah lebih mudah.

R : Jadi nggak masalah kalau jumlahnya itu ada lebih dari lima itu nggak masalah ya yang penting nantinya itu lebih mudah menilainya.

Nr : Iya, kan tinggal ngrekap to nanti kita,, gitu kan.

R : Nah kalau menurut ibuk bagaimana pemilihan kriterianya itu? Sudah sesuai atau belum? Mmm,, itu kan ada yang menilai satu persatunya, ada yang menilai secara keseluruhan, itu menurut ibuk bagaimana kriterianya?

Nr : Ya kan kalau kriteria biasanya tentang pemilihan kata,,kaya gitu..itu sudah bagus kalau menurut saya. Cuma, kerumitannya itu kadang dalam satu kriteria itu ada beberapa,,yang seperti tiga itu. Jadi kadang-kadang tidak bisa masuk di situ, apa yang menjadi kriteria dari anak-anak tadi.

R : Nah kalau jumlah levelnya itu bagaimana? Ee,, yang satu, dua, tiga, empat, lima itu? Itu apakah perlu,, seperti tadi yang banyak dimasukkan kemana, yang sedang dimasukkan kemana. Yang lima ini sudah cukup atautkah perlu ada tingkatan lagi?

Nr : Kalau menurut saya lima itu lebih mudah. Kalau saya lipatnya paling lima, lima aja karna kalau pilihannya lebih banyak itu kita lebih susah berfikirnya. Dan juga kalau kita kan, sebagai seorang guru kan kita menangani banyak anak jadi kita butuh cara yang lebih praktis untuk kita sendiri dan kita juga tidak merugikan anak gitu.

R : Kalau deskripsinya sudah dideskripsikan dengan jelas belum buk menurut ibuk?

Nr : Itu? Ya sudah, tapi karna cuma tadi, ada beberapa itu. Cukup jelas.

R : Jadi Cuma tadi itu ya buk.

Nr : Iya.

R : Ya, iya sudah buk. Terimakasih buk.

Nr : Iya, sama-sama.

Interview transcript 6

Interviewer : The researcher (R)

Interviewee : Mrs L. E. (LE) / T2

Day/date : Friday 3th of November, 2012

Place : SMP Negeri 15 Yogyakarta

R : Ee,,mengenai rubrik yang sudah ibuk gunakan ini, pertama apakah rubrik ini mudah digunakan untuk mengevaluasi pekerjaan siswa?

LE : Eee,,sebetulnya rubrik seperti ini sangat membantu. Cumin kalau saya lihat, mungkin kriteria perrubriknya itu yang kurang, kurang, apa ya? Kurang spesifik. Jadi membuat kita juga agak bingung dalam menerapkan poinnya untuk tiap rubrik skornya itu. Seperti misalnya, ini kan kriterianya siswa membuat refleksi yang jelas dan lengkap untuk tiap karya tapi kemudian itu skornya lima. Trus kemudian di skor Empat siswa membuat refleksi untuk sebagian besar karya tulis gitu. Jadi tampaknya kurang bisa diterapkan ketika ee,, kriterianya hanya jelas dan lengkap trus kemudian sebagian besar, sementara disini ada bukti dilakukannya kegiatan prewriting, drafting, editing itu disetiap, apa namanya, descriptor, deskripsi ya. Artinya kalau Lima itu mungkin sempurna, trus mungkin di empat itu mungkin dia tidak melakukan salah satu, mungkin dia tidak editing, atau mungkin tidak revising, atau mungkin apa gitu. Sementara disini itu kan, hampir di setiap skornya, ada proses prewriting,,itu sampai dengan itu. Jadi mungkin agak sulit untuk kita menerapkan sebetulnya skornya yang tepat berapa, gitu. Karna anak-anak, oo ini anak-anak nggak melakukan editing nih, sudah di ini tapi dia tidak,,hanya drafting, prewriting, drafting tapi dia tidak melakukan,,revisingnya revising tetapi dia tidak editing ulang,, misalnya seperti itu atau dia tidak melakukan revising. Karna dia hanya menyalin aja dari yang kemaren, itu kan. Jadi mungkin lebih diperbaiki di situnya.

R : Nah kalau menurut ibuk, saran ibuk nanti apakan levelnya yang di tambah, jadi nanti misalnya nomer,,jadi nanti satu sampe sepuluh ya mungkin, misalnya siswa membuat *reflection* yang jelas dan lengkap,,dan sebagainya itu mungkin nanti yang nilainya sepuluh, ynag sempurna ya. Trus nanti yang nilai Sembilan itu nanti ada reflection yang lengkap tapi bukti prewriting dan sebagainya itu tidak lengkap, misalnya seperti itu.

LE : Bisa jadi seperti itu, tapi nanti kalau itu dalam bentuk,,ee apa namanya tulisan pendek ya ataupun itu dalam bentuk teks paragraph pendek misalnya itu bisa aja sampai sepuluh. Tapi nanti kalau Cuma sebuah kalimat, itu nanti kalau sepuluh terlalu banyak, he'e. Bisa kita terapkan sepuluh, atau lebih dari sepuluh, dengan catatan yang ditulis makin,,Kriteria penilaiannya memang makin detail dan makin rumit. Istilahnya gitu. Tapi kalau sekedar deskripsi pendek, tidak usah terlalu banyak mungkin.

R : Atau, ini memang ada satu, dua, tiga kriteria yang memang saya gabung jadi satu ini. Jadi memang semakin kompleks dan nilai lima itu ada beberapa penilaian itu.

LE : Iya

R : Kalau tadi menurutnya Bu Nr itu malah lebih enakan kalau misalnya ini saya pisah sendiri-sendiri. Jadi ini kalau ada dua kriteria saya pisah yang sini sama yang sini. Misalnya kalau yang satu itu tentang

refleksi, yang satunya tentang prewriting, drafting, editing dan sebagainya. Itu menurut beliau malah lebih enakan, tapi nanti levelnya, lima ini sudah cukup soalnya nanti kalau sepuluh itu malah jadi kabur penilaiannya, seperti itu.

LE : Memang, memang apa ya mbak ya. Kalau ini, kesulitan kita itu dalam menerapkan karna memang ada beberapa karakteristik ini yang harus kita terapkan, dan untuk tulisan yang sama, jadi itu terlalu berbelit, terlalu membutuhkan waktu yang lama untuk kita ini. Masalahnya dengan tulisan yang sama, ini kita harus ngecek grammarnya sendiri, sementara untuk grammarnya saja ada tingkatannya sendiri gitu. Jadi memang saya agak setuju dengan Bu Nr hanya dalam satu ini aja,,cuman mungkin bisa yang satu sampai sepuluh tadi,,cuman nanti yang dibilang sepuluh itu,,yang sudah mencakup semuanya,,termasuk grammarnya dan sebagainya sudah ada di situ. Nanti yang Sembilan, atau empat itu kalau ada salah satu unsure itu yang tidak dilakukan dan sebagainya.

R : Jadi merinci yang levelnya itu?

LE : Betu, betul, kalau sudah seperti ini kan saya harus melihat tulisan anak sendiri secara global, itu masih harus dikriteria satu sampai lima, nanti masih ada grammarnya lagi, satu sampai lima, nanti itu jadi lebih terlalu banyak. Masalahnya untuk tingkat SMP juga, trus kemudian juga tugas anak-anak, kan juga banyak, latihannya kan juga banyak. Kalau kita harus menerapkan seperti ini kan terlalu membuang waktu, gitu.

R : Jadi ini nanti mendingan ada rinciannya yang detail tapi jumlahnya tetep lima dari pada nanti ininya lima tapi jadi tambah banyak yang dinilai.

LE : He'e, he'e.

R : Mmm, kalau menurut ibuk ini kriterianya yang menilai satu-satu dan semuanya itu sudah cukup atau bagaimana?

LE : Maksudnya?

R : Ini ka nada karakteristik penulis, nah ini pemilihan-pemilihan ininya sudah cukup atau bagaimana? Atau ada masalah atau gimana?

LE : Ini karakteristik dalam penulisan ini ya? Bukan karakteristik penulis?

R : Ini penulisnya yang ini.

LE : He'em he'em. Kan ini kan, kalau melihat di sini kana pa yang dilakukan penulis,, dari mulai prewriting, dari drafting itunya kan. He'em. Ya kalau, ini kapasitasnya untuk penelitian ya mungkin, menurut saya cukup. Tapi kalau kita pakai di lapangan ya itu tadi, terlalu banyak. Terlalu komplek, terlalu sulit ya. Trus kemudian ya ini, hemat saya ya di, sedikit mungkin ada perubahan karni ini hanya jelas dan lengkap sementara kriteria di sini sama saja kan dari satu sampai lima. Satu sampai lima sama, jadi agak membuat kita sulit.

R : Atau menurut ibuk misalnya ini ada kriteria yang tidak terlalu penting lalu ii dihapus saja atau gimana itu.

LE : Bukan tidak begitu penting, tapi kalau kita niatnya memang mau menganalisa, kita mau memberi penilaian terhadap karya tulis siswa ya mungkin ini perlu. Kan yang namanya prewriting perlu, istilahnya coret-coretan perlu, membuat draft perlu, revising perlu, cumin ya itu tadi, untuk di setiap skornya itu tadi yang kita pilahkan. Kan ada yang itu tadi, ada yang enggan gitu melakukan revisi, ada yang enggan melakukan prewriting, ini aku langsung nulis aja deh, gitu. Menulis, trus nanti dia Cuma

melakukan dua tahap menulis, dikumpulkan, dikoreksi, kemudian dari hasil koreksiannya itu dia hanya mau merevisi tok, tanpa dia mau mengedit ulang. Gitu kan, ada yang seperti itu, jadi mungkin ada sedikit ini aja kriterianya.

R : Jadi ditambah, nanti biar lebih jelasnya diperinci lagi gitu ya buk.

LE : He'e.

R : Oh ya.

LE : Itu aja..ok.

R : Iya,, terimakasih atas waktunya buk.

LE : Sama-sama.

Lembar Penilaian Portfolio

Students	The Result of the Evaluation			
	Researcher	Teacher 1	Teacher 2	Teacher 4
1	70	61	56	79
2	80	73	55	70
3	68	67	51	63
4	74	80	57	74
5	68	73	57	65
6	56	77	57	63
7	74	62	53	72
8	76	65	61	76
9	55	70	54	70
10	70	66	54	71
11	64	47	51	64
12	46	50	47	64
13	74	79	60	69
14	58	47	46	59
15	56	58	53	45
16	67	74	50	68
17	64	55	50	63
18	74	76	61	75
19	68	77	67	84
20	61	60	50	77
21	58	51	50	56
22	52	50	53	43
23	54	52	51	56
24	67	64	49	84
25	74	77	61	78
26	48	58	48	54
27	57	66	54	73
28	57	47	41	59
29	68	72	71	70
30	53	43	46	56
31	78	69	61	76
32	64	67	50	51
33	55	51	45	53
34	58	63	51	52
Jml	2166	2147	1821	2232

Lembar Penilaian Portfolio

Hari & Tanggal : Sabtu, 20 Oktober 2012

Evaluator : Novi Ariyani

No	Nama	Nilai					Jumlah
		Cr 1	Cr 2	Cr 3	Cr 4		
					1	2	
1	Adia Islami Permono	16	12	18	12	12	70
2	Adisya Resti Rahmadanti	16	16	18	15	15	80
3	Afifa Dewi Larashati	20	12	18	9	9	68
4	Afifah Kusuma A.	16	16	24	9	9	74
5	Albertus Bambang Dian A.A.	16	16	18	9	9	68
6	Alfanda Resta mareta D. D. S.	16	16	12	3	9	56
7	Amanda Regita Maharani	20	12	18	12	12	74
8	Andika Zidane Eldaputra	20	20	18	9	9	76
9	Andreas Ristanto Wibowo	16	12	12	6	9	55
10	Aulia Intan Maghfirotika U.	20	8	18	12	12	70
11	Devia Farida Rahmadanti	16	12	12	12	12	64
12	Dika Semesta	8	8	6	12	12	46
13	Erina Budi Ventadewi	16	16	18	12	12	74
14	Faranisaningrum Kartika A.	16	12	6	12	12	58
15	Gusfika Yusuf Nurrafif D.	12	8	12	12	12	56
16	Hindun Nur Anisah	16	12	18	12	9	67
17	Jihan Rizka Syafiya L. A.	16	12	12	12	12	64
18	Judanti Cahyaning Tyas	16	16	24	9	9	74
19	Kirana Raditya	16	16	18	9	9	68
20	Muftazar Ilham Yudhistira	16	12	12	12	9	61
21	Muhammad Andy Al-Fariz	16	12	6	12	12	58
22	Muhammad Valentino Al F.	16	12	6	9	9	52
23	Muthi'a Syarifah	16	8	12	9	9	54
24	Nabila Hanum Pertiwi	4	12	24	12	15	67
25	Oktarias Fatmawati	16	16	18	12	12	74
26	Rahmaningrum Niananda M.	4	8	12	12	12	48
27	Raisa Permata Sari	16	8	12	9	12	57
28	Raisah Hulaiah Nashruddin	16	8	12	9	12	57
29	Regita Cahyani	16	16	18	9	9	68
30	Satya Dhamma	16	4	12	9	12	53
31	Sri Yuwaningtyas Sukma Putri	16	20	24	9	9	78
32	Talia Dika Cahyanisa	16	12	12	12	12	64
33	Yossua Yudita	16	12	6	12	9	55
34	Yudha Epsen Setyawan	20	8	12	9	9	58
	Jumlah						2166
	Rata-rata						63.706

Lembar Penilaian Portfolio

Hari & Tanggal : Selasa, 30 Oktober 2012

Evaluator : Petet Widyaningrum

No	Nama	Nilai					Jumlah
		Cr 1	Cr 2	Cr 3	Cr 4		
					1	2	
1	Adia Islami Permono	12	16	24	15	12	79
2	Adisya Resti Rahmadanti	12	16	18	12	12	70
3	Afifa Dewi Larashati	16	8	18	12	9	63
4	Afifah Kusuma A.	16	16	18	12	12	74
5	Albertus Bambang Dian A.A.	20	12	18	6	9	65
6	Alfanda Resta mareta D. D. S.	12	12	18	9	12	63
7	Amanda Regita Maharani	16	8	18	15	15	72
8	Andika Zidane Eldaputra	16	12	24	12	12	76
9	Andreas Ristanto Wibowo	16	12	18	12	12	70
10	Aulia Intan Maghfirotika U.	16	16	18	9	12	71
11	Devia Farida Rahmadanti	20	8	12	12	12	64
12	Dika Semesta	16	12	12	12	12	64
13	Erina Budi Ventadewi	12	12	18	15	12	69
14	Faranisaningrum Kartika A.	8	12	12	15	12	59
15	Gusfekar Yusuf Nurrafif D.	8	4	18	6	9	45
16	Hindun Nur Anisah	8	12	24	12	12	68
17	Jihan Rizka Syafiya L. A.	8	16	12	12	15	63
18	Judanti Cahyaning Tyas	8	16	24	15	12	75
19	Kirana Raditya	20	16	24	12	12	84
20	Muftazar Ilham Yudhistira	20	12	18	15	12	77
21	Muhammad Andy Al-Fariz	4	16	12	15	9	56
22	Muhammad Valentino Al F.	8	8	9	9	9	43
23	Muthi'a Syarifah	8	12	12	15	9	56
24	Nabila Hanum Pertiwi	4	20	30	15	15	84
25	Oktarias Fatmawati	8	16	24	15	15	78
26	Rahmaningrum Niananda M.	4	8	18	15	9	54
27	Raisa Permata Sari	12	16	18	15	12	73
28	Raisah Hulaiamah Nashruddin	8	12	12	15	12	59
29	Regita Cahyani	12	16	24	9	9	70
30	Satya Dhamma	12	8	12	12	12	56
31	Sri Yuwaningtyas Sukma Putri	12	16	24	12	12	76
32	Talia Dika Cahyanisa	8	4	12	15	12	51
33	Yossua Yudita	8	12	12	12	9	53
34	Yudha Epsen Setyawan	8	8	12	15	9	52
	Jumlah						2232
	Rata-rata						65,647

Lembar Penilaian Portfolio

Hari & Tanggal : Jumat, 3 November 2012

Evaluator : Bu Nuri

No	Nama	Nilai					Jumlah
		Cr 1	Cr 2	Cr 3	Cr 4		
					1	2	
1	Adia Islami Permono	12	16	12	12	9	61
2	Adisya Resti Rahmadanti	16	12	18	15	12	73
3	Afifa Dewi Larashati	16	12	18	12	9	67
4	Afifah Kusuma A.	16	16	24	12	12	80
5	Albertus Bambang Dian A.A.	16	12	18	15	12	73
6	Alfanda Resta mareta D. D. S.	16	16	18	15	12	77
7	Amanda Regita Maharani	8	12	18	12	12	62
8	Andika Zidane Eldaputra	8	12	18	15	12	65
9	Andreas Ristanto Wibowo	16	12	18	12	12	70
10	Aulia Intan Maghfirotika U.	12	12	18	12	12	66
11	Devia Farida Rahmadanti	12	8	6	12	9	47
12	Dika Semesta	12	8	6	12	12	50
13	Erina Budi Ventadewi	16	12	24	15	12	79
14	Faranisaningrum Kartika A.	12	8	6	12	9	47
15	Gusfekar Yusuf Nurrafif D.	8	8	18	12	12	58
16	Hindun Nur Anisah	16	16	18	12	12	74
17	Jihan Rizka Syafiya L. A.	16	12	6	12	9	55
18	Judanti Cahyaning Tyas	16	12	24	12	12	76
19	Kirana Raditya	16	16	24	12	9	77
20	Muftazar Ilham Yudhistira	12	12	12	12	12	60
21	Muhammad Andy Al-Fariz	12	12	6	12	9	51
22	Muhammad Valentino Al F.	12	8	6	12	12	50
23	Muthi'a Syarifah	8	8	12	12	12	52
24	Nabila Hanum Pertiwi	4	12	24	12	12	64
25	Oktarias Fatmawati	16	16	18	15	12	77
26	Rahmaningrum Niananda M.	4	12	18	12	12	58
27	Raisa Permata Sari	12	12	18	12	12	66
28	Raisah Hulaiamah Nashruddin	8	12	6	12	9	47
29	Regita Cahyani	12	12	24	12	12	72
30	Satya Dhamma	4	12	6	12	9	43
31	Sri Yuwaningtyas Sukma Putri	12	12	18	15	12	69
32	Talia Dika Cahyanisa	12	16	18	12	9	67
33	Yossua Yudita	12	12	6	12	9	51
34	Yudha Epsen Setyawan	12	12	18	12	9	63
	Jumlah						2147
	Rata-rata						63.147

Lembar Penilaian Portfolio

Hari & Tanggal : Jumat, 3 November 2012

Evaluator : Bu Lulut.....

No	Nama	Nilai					Jumlah
		Cr 1	Cr 2	Cr 3	Cr 4		
					1	2	
1	Adia Islami Permono	12	8	12	12	12	56
2	Adisya Resti Rahmadanti	12	16	12	6	9	55
3	Afifa Dewi Larashati	16	8	12	6	9	51
4	Afifah Kusuma A.	12	12	18	9	6	57
5	Albertus Bambang Dian A.A.	12	12	12	12	9	57
6	Alfanda Resta mareta D. D. S.	12	12	12	9	12	57
7	Amanda Regita Maharani	12	8	12	12	9	53
8	Andika Zidane Eldaputra	12	16	18	6	9	61
9	Andreas Ristanto Wibowo	12	12	12	9	9	54
10	Aulia Intan Maghfirotika U.	12	12	18	6	6	54
11	Devia Farida Rahmadanti	12	12	6	12	9	51
12	Dika Semesta	12	8	12	6	9	47
13	Erina Budi Ventadewi	12	12	18	9	9	60
14	Faranisaningrum Kartika A.	8	8	12	12	6	46
15	Gusfika Yusuf Nurrafif D.	12	8	12	9	12	53
16	Hindun Nur Anisah	12	8	12	9	9	50
17	Jihan Rizka Syafiya L. A.	12	8	12	9	9	50
18	Judanti Cahyaning Tyas	16	12	18	9	6	61
19	Kirana Raditya	12	16	18	9	12	67
20	Muftazar Ilham Yudhistira	12	8	12	9	9	50
21	Muhammad Andy Al-Fariz	12	8	6	12	12	50
22	Muhammad Valentino Al F.	16	16	6	6	9	53
23	Muthi'a Syarifah	16	8	12	6	9	51
24	Nabila Hanum Pertiwi	4	12	18	6	9	49
25	Oktarias Fatmawati	16	12	18	6	9	61
26	Rahmaningrum Niananda M.	4	8	12	12	12	48
27	Raisa Permata Sari	16	8	12	9	9	54
28	Raisah Hulaiahmah Nashruddin	12	8	6	6	9	41
29	Regita Cahyani	16	16	24	6	9	71
30	Satya Dhamma	12	4	6	12	12	46
31	Sri Yuwaningtyas Sukma Putri	12	16	18	6	9	61
32	Talia Dika Cahyanisa	12	8	12	9	9	50
33	Yossua Yudita	16	8	6	6	9	45
34	Yudha Epsen Setyawan	16	8	12	6	9	51
	Jumlah						1821
	Rata-rata						53.559


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DESCRIPTIVES VARIABLES=Researcher Teacher1 Teacher2 Teacher4
/STATISTICS=MEAN STDDEV MIN MAX.
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Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Researcher	34	46.00	80.00	63.7059	9.04041
Teacher1	34	43.00	80.00	63.1471	10.85199
Teacher2	34	41.00	71.00	53.5588	6.33026
Teacher4	34	43.00	84.00	65.6471	10.63409
Valid N (listwise)	34				

CORRELATIONS

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/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.
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Correlations

[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
Researcher	63.7059	9.04041	34
Teacher1	63.1471	10.85199	34
Teacher2	53.5588	6.33026	34
Teacher4	65.6471	10.63409	34

Correlations

	Researcher	Teacher1	Teacher2	Teacher4
Researcher	Pearson Correlation	1	.646**	.598**
	Sig. (2-tailed)		.000	.000

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Researcher	Teacher1	Teacher2	Teacher4
Researcher	N	34	34	34	34
Teacher1	Pearson Correlation	.646**	1	.727**	.565**
	Sig. (2-tailed)	.000		.000	.001
	N	34	34	34	34
Teacher2	Pearson Correlation	.598**	.727**	1	.526**
	Sig. (2-tailed)	.000	.000		.001
	N	34	34	34	34
Teacher4	Pearson Correlation	.656**	.565**	.526**	1
	Sig. (2-tailed)	.000	.001	.001	
	N	34	34	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

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Recount Text

Aftah Kusuma

LEADER OF THE FLOCK

Owabong

had a program

2 years ago my school went to the owabong, to reach

Owabong (takes) about 8-7 hours from school. During the way

Owabong my friends and I talked about anything, singing, dance,

eating, any more.

We arrived in the owabong at 2 pm. We went straight

to all the rides that were there. After we played

all the rides, we went back to bus. We went to jogjakarta

at 4 pm. And arrived at the school at 11:30 pm



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KIKY

2012-09-08

8 September 2012

BLACK STAR

Lotus

There is a plant named Lotus. Lotus lives in city park. Lotus

comes from Netherlands.

The feature of the Lotus leaf are yellow red and purple. Uni

of the flower is very beautiful and live on the water

Kangaroo

There is an animal named kangaroo. He lives at the

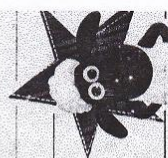
Sydney zoo. Kangaroo comes from Australia. The feature

kangaroo that has brown fur. Uniqueness of the kangaroo

has a pouch and jumps with two legs

Aftah Kusuma

8/9/04



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KIKY

STUDENTS SELF-REFLECTION

Nama : Agah Kusuma Adiningtyas
 Kelas : VIII (88) / 4
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi untuk : Teks descriptive/essay, berjudul Lotus

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

1. Apakah kelebihan dari teks ini?

- a. Grammatikanya bagus.
~~b. Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.~~
~~c. Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.~~
~~d. Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.~~
 e. Lain-lain, jelaskan

2. Apakah kekurangan dari teks ini?

- ~~a. Saya hanya dapat menulis sedikit kalimat dalam teks ini.~~
~~b. Saya membuat banyak kesalahan grammar dalam teks ini.~~
~~c. Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.~~
~~d. Ada banyak pemilihan kata yang kurang tepat dalam teks ini.~~
 e. Lain-lain, jelaskan

3. Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?

- a. Saya tidak tahu harus menulis apa.
~~b. Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.~~
~~c. Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.~~
~~d. Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.~~
 e. Lain-lain, jelaskan

4. Bagaimana kamu mengatasinya?

- a. Saya menulis sebisa saya saja.
~~b. Saya meminta saran/masukan kepada teman.~~
~~c. Saya menulis apa yang saya anggap benar.~~
~~d. Saya membuka kamus.~~
 e. Lain-lain, jelaskan

5. Seberapa bagus kamu akan menilai teks ini?

- ~~a. Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.~~

b. Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.

c. Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.

d. Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

STUDENTS SELF-REFLECTION

Nama : Agah Kusuma Adiningtyas
 Kelas : 8B
 Hari & Tanggal : Selasa, 18 September
 Refleksi untuk : Teks descriptive/essay, berjudul Kanggaroo

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

1. Apakah kelebihan dari teks ini?

- a. Grammatikanya bagus.
~~b. Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.~~
~~c. Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.~~
~~d. Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.~~
 e. Lain-lain, jelaskan

2. Apakah kekurangan dari teks ini?

- a. Saya hanya dapat menulis sedikit kalimat dalam teks ini.
~~b. Saya membuat banyak kesalahan grammar dalam teks ini.~~
~~c. Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.~~
~~d. Ada banyak pemilihan kata yang kurang tepat dalam teks ini.~~
 e. Lain-lain, jelaskan

3. Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?

- a. Saya tidak tahu harus menulis apa.
~~b. Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.~~
~~c. Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.~~
~~d. Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.~~
 e. Lain-lain, jelaskan

4. Bagaimana kamu mengatasinya?

- a. Saya menulis sebisa saya saja.
~~b. Saya meminta saran/masukan kepada teman.~~
~~c. Saya menulis apa yang saya anggap benar.~~
~~d. Saya membuka kamus.~~
 e. Lain-lain, jelaskan

5. Seberapa bagus kamu akan menilai teks ini?

- ~~a. Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.~~

b. Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.

c. Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.

d. Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

Wednesday 10 - AUGUST 2012

Shaun the Sheep

Lombok Beach ~

On my last holiday, I visited Lombok beach. Lombok Beach is located about 30 km from Sumerup, precisely in the district batang-batang. This beach is famous for its white sand and overgrown by evergreen shrimp. Evergreen shrimp as special and rare plant that only exist in Indonesia and China. It lies in the North Sea Java allows travelers to see the beautiful sunrise.

To reach Lombok beach takes about 6 hours from Sumatra. The driver must be patient, reliable, accustomed to driving across town and the optimal condition of the vehicle. After cross the Sumatra bridge the path is quite challenging, choppy road surface, there only one lane for each direction and motorists can suddenly emerge from the villages around limestone hills, red soil, beaches, bridges, appear coloring trip on the Madura Island.

There is a big mosque, it has clean toilets. Also on the Lombok beach dozens of tents set up around evergreen shrimp. Each tent sell souvenir from Madura, food, beverage and coconut ice. Travelers who flock to the beach waves not only local tourists but also tourists from foreign countries.

~ the end ~

thank you ^^ Afifah Kusuma / 4

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descriptive text

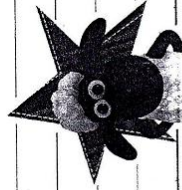
FLOCK STAMP

Lombok Beach

There are so many beaches in the Madura Island, but I want to tell you about Lombok beach. Lombok beach is located about 30 km from Sumerup, precisely in the district batang-batang. This beach is famous for its white sand and overgrown by evergreen shrimp. Evergreen shrimp as special and rare plant that only exist in Indonesia and China.

In the Lombok beach, there are so many tents set up around evergreen shrimp. Each of the tents sells souvenir from Madura, food, beverage and coconut ice. Travelers who flock to the beach not only local tourists but also local tourists.

Afifah Kusuma Adiningsih / 04



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STUDENTS SELF-REFLECTION

Nama : Apifah Kusuma Adiningtyas
 Kelas : B6
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi untuk : Teks deskriptif/ recount, berjudul beach lombong

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

- Apakah kelebihan dari teks ini?
 - Grammarnya bagus.
 - Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - ☒ Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - Lain-lain, jelaskan
- Apakah kekurangan dari teks ini?
 - Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - Saya membuat banyak kesalahan grammar dalam teks ini.
 - Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - ☒ Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - Lain-lain, jelaskan
- Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - Saya tidak tahu harus menulis apa.
 - ☒ Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - Lain-lain, jelaskan
- Bagaimana kamu mengatasinya?
 - Saya menulis sebisa saya saja.
 - ☒ Saya meminta saran/masukan kepada teman.
 - Saya menulis apa yang saya anggap benar.
 - Saya membuka kamus.
 - Lain-lain, jelaskan
- Seberapa bagus kamu akan menilai teks ini?
 - Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - ☒ Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

STUDENTS SELF-REFLECTION

Nama : Apifah Kusuma Adiningtyas
 Kelas : B6
 Hari & Tanggal : Selasa, 18 Sept 2012
 Refleksi untuk : Teks deskriptif/recount, berjudul My Hobby

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

- Apakah kelebihan dari teks ini?
 - Grammarnya bagus.
 - Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - Lain-lain, jelaskan Saya menulis sesuai dengan pikiran
- Apakah kekurangan dari teks ini?
 - Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - Saya membuat banyak kesalahan grammar dalam teks ini.
 - ☒ Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - ☒ Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - Lain-lain, jelaskan
- Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - Saya tidak tahu harus menulis apa.
 - ☒ Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - ☒ Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - Lain-lain, jelaskan
- Bagaimana kamu mengatasinya?
 - Saya menulis sebisa saya saja.
 - Saya meminta saran/masukan kepada teman.
 - ☒ Saya menulis apa yang saya anggap benar.
 - ☒ Saya membuka kamus.
 - Lain-lain, jelaskan
- Seberapa bagus kamu akan menilai teks ini?
 - Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - ☒ Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - ☒ Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

No. _____

Date: _____

* Practice 5. Page 21.

a lotus

There is a lotus in the Netherlands city park. It's a beautiful plant. It has yellow, red, and purple colour.

* Practice 5. Page 21.

Lotus.

There is a lotus in the Netherlands city park. It's a beautiful plant. It comes from the Netherlands.

It has physical features hollow the trunk. It has a leaf to float. It has yellow, red, and purple colours. It has a beautiful flower. It lives in the water.

Kangaroo

There is a kangaroo in the Sydney Zoo. It's named kangaroo. It comes from the island of Australia.

It has physical features big legs and small arms.

Experience is the best teacher

No. _____

Date: _____

It has brown fur colour. It's a mammal and has a pouch. It has long ear, and has long tail.

Lotus

There is a lotus in the Netherlands city park.

It's a beautiful plant. It comes from Netherlands. It has physical features hollow the trunk. It has a leaf to float. It has yellow, red, and purple colours. It has a beautiful flower. It lives in the water.

Kangaroo

There is a kangaroo in the Sydney Zoo. It is named kangaroo. It comes from Australia.

It has physical features big legs and small arm. It has brown fur colour. It's a mammal and has a pouch. It has long ear, and has long tail.

Andika Zidane Elaputog
BB / 08.

You'll never know till you have tried

STUDENTS SELF-REFLECTION

Nama : Andika Ridane Eldaputra
 Kelas : 8B / B
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi untuk : Teks *descriptive* berjudul Animal (hewan)

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

- Apakah kelebihan dari teks ini?
 - Gramarnya bagus.
 - Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - Lain-lain, jelaskan
- Apakah kekurangan dari teks ini?
 - Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - Saya membuat banyak kesalahan grammar dalam teks ini.
 - Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - Lain-lain, jelaskan
- Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - Saya tidak tahu harus menulis apa.
 - Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - Lain-lain, jelaskan
- Bagaimana kamu mengatasinya?
 - Saya menulis sebisa saya saja.
 - Saya meminta saran/masukan kepada teman.
 - Saya menulis apa yang saya anggap benar.
 - Saya membuka kamus.
 - Lain-lain, jelaskan
- Seberapa bagus kamu akan menilai teks ini?
 - Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

STUDENTS SELF-REFLECTION

Nama : Andika Ridane Eldaputra
 Kelas : 8B
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi untuk : Teks *descriptive* berjudul Plant (tumbuhan)

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

- Apakah kelebihan dari teks ini?
 - Gramarnya bagus.
 - Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - Lain-lain, jelaskan
- Apakah kekurangan dari teks ini?
 - Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - Saya membuat banyak kesalahan grammar dalam teks ini.
 - Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - Lain-lain, jelaskan
- Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - Saya tidak tahu harus menulis apa.
 - Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - Lain-lain, jelaskan
- Bagaimana kamu mengatasinya?
 - Saya menulis sebisa saya saja.
 - Saya meminta saran/masukan kepada teman.
 - Saya menulis apa yang saya anggap benar.
 - Saya membuka kamus.
 - Lain-lain, jelaskan
- Seberapa bagus kamu akan menilai teks ini?
 - Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.



Be diligent

Descriptive.

Date.

148

☐

Name: Andika Zidane Eldaputra.

☐

No. 8

☐

Class: VII B.

☐

Cendrawasih

☐

There is a bird in ~~the~~ papua and irian jaya. Its name is Cendrawasih. It comes from an ~~island~~ island of papua and irian jaya.

☐

It has physical features bird of paradise. It has colour feathers and has yellowish beak. It lives in papua and irian jaya. It has a large terminal inflorescence of white flowers. It has two legs and two wings. It's very beautiful bird. It has strong legs. It has two wings. It likes eat fruits and seeds.

☐
☐


Be diligent

Reacoun.

No.

Date.

☐

Name: Andika Zidane E.

☐

No. 8

☐

Class: VII B.

☐

My holiday

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I spent my holiday in the my grand parent house. It's a beautiful village, and a cold village. I and my family went to my grand parents house in the purworejo. My grand parent's house is in the beetwen of musque and river, I ^{was} happy in the My grand parent's house because It's very cold and beautiful village. After in the my grand parent house, I and my family ^{went} go to Sarangan, It's very cold and ~~has~~ foggy, It has lake, I love this place because It's very beautiful mountains. I ^{was} very happy in the my holiday.

During

STUDENTS SELF-REFLECTION

Nama : Andika Zidane Elbaraka
 Kelas : 8B
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi unik : Teks descriptive/narrative, berjudul My holiday

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

1. Apakah lebih baik dari teks ini?
 - a. Gramarnya bagus.
 - ☒ b. Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - c. Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - d. Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - e. Lain-lain, jelaskan
2. Apakah kekurangan dari teks ini?
 - a. Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - b. Saya membuat banyak kesalahan grammar dalam teks ini.
 - ☒ c. Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - d. Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - e. Lain-lain, jelaskan
3. Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - a. Saya tidak tahu harus menulis apa.
 - ☒ b. Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - c. Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - d. Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - e. Lain-lain, jelaskan
4. Bagaimana kamu mengatasinya?
 - a. Saya menulis sebisa saya saja.
 - b. Saya meminta saran/masukan kepada teman.
 - c. Saya menulis apa yang saya anggap benar.
 - ☒ d. Saya membuka kamus.
 - e. Lain-lain, jelaskan
5. Seberapa bagus kamu akan menilai teks ini?
 - a. Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - ☒ b. Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - c. Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - d. Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

STUDENTS SELF-REFLECTION

Nama : Andika Zidane Elbaraka
 Kelas : 8B
 Hari & Tanggal : Selasa, 18 September 2012
 Refleksi unik : Teks descriptive/narrative berjudul Animal (Cendrawasih)

Jawablah pertanyaan berikut ini dengan cara melingkari jawaban yang tersedia.

1. Apakah lebih baik dari teks ini?
 - a. Gramarnya bagus.
 - ☒ b. Saya tahu banyak tentang topik ini sehingga saya dapat menulis banyak kalimat.
 - c. Saya tidak mempunyai kesulitan dalam memilih kata yang akan saya tulis.
 - d. Saya meminta teman untuk membaca dan memberi masukan untuk tulisan saya.
 - e. Lain-lain, jelaskan
2. Apakah kekurangan dari teks ini?
 - a. Saya hanya dapat menulis sedikit kalimat dalam teks ini.
 - b. Saya membuat banyak kesalahan grammar dalam teks ini.
 - c. Saya tidak tahu apakah grammar yang saya gunakan benar atau salah.
 - ☒ d. Ada banyak pemilihan kata yang kurang tepat dalam teks ini.
 - e. Lain-lain, jelaskan
3. Apa masalah/hambatan yang kamu hadapi dalam menulis teks ini?
 - a. Saya tidak tahu harus menulis apa.
 - b. Saya tidak tahu apa tenses yang tepat untuk beberapa kalimat dalam teks ini.
 - c. Saya tidak tahu pemilihan kata yang benar untuk beberapa kalimat dalam teks ini.
 - ☒ d. Ada beberapa kata yang saya tidak tahu Bahasa Inggrisnya.
 - e. Lain-lain, jelaskan
4. Bagaimana kamu mengatasinya?
 - a. Saya menulis sebisa saya saja.
 - b. Saya meminta saran/masukan kepada teman.
 - c. Saya menulis apa yang saya anggap benar.
 - ☒ d. Saya membuka kamus.
 - e. Lain-lain, jelaskan
5. Seberapa bagus kamu akan menilai teks ini?
 - a. Saya dapat menulis banyak kalimat (70-100 kata). Grammar (tenses, artikel), tanda baca (titik, koma, huruf besar, dll), vocabulary/pemilihan kata dan ejaannya benar. Saya hanya membuat sedikit kesalahan (0-25%) pada grammar, tanda baca, vocabulary dan ejaan. Saya menilai tulisan ini sangat bagus.
 - b. Saya dapat menulis hingga 70 kata. Saya membuat beberapa kesalahan (25%-50%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini bagus.
 - ☒ c. Saya dapat menulis hingga 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini cukup bagus.
 - d. Saya dapat menulis kurang dari 70 kata. Saya membuat banyak kesalahan (50%-100%) dalam grammar, tanda baca, ejaan dan vocabulary. Saya menilai tulisan ini jelek.

Andika Zikane. / 8

Date: _____

☐ 7. Close the door, please!

☐ → it means we may close the door.

☐ 8. Turn on the lamp, please!

☐ → it means we may turn on the lamp.

☐ 9. Stand up, please!

☐ → it means we can stand up.

☐ 10. Throw the book, please!

☐ → it means we can throw the book.

☒ Home work:

Ramadhan Holiday.

I and my family ready to visit my grand parent and my cousin for begging forgive and doveling siburami. When reach to my grand parent's house I direct request forgive to my grand parent, my parent and my cousin brother and sister. That is the day the most special for me.

☐ - Description:

The cold place and have a pond, the hill place in the east you have a lot villa and he if night the air very cold and foggy, be in a madia city, where is it?

You'll never know till you have tried



THE FIRST DRAFT OF THE RUBRIC

A. Characteristics of the Writer

Criteria: Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand

Score X2	Descriptor
5	Student provides clear and complete reflection for each artifact (the sentences are legible). There is clear and careful link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.
4	Student provides reflection for most of the artifacts. There is link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.
3	Student provides reflection for some of the artifacts. There is link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.
2	Student provides reflection for few of the artifacts. There is unclear link between reflection and artifact. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.
1	Student provides limited reflection for the artifacts. There is no link between reflection and artifact. There is limited evidence of prewriting, drafting, revising and editing.

B. Characteristics of the Portfolio as a Whole

Criteria: Variety of tasks and variety of modes of thought

Score X2	Descriptor
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the writing that are different from the example and from other's work and student can develop good paragraphs from those topics.
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student's writing which are different from the example and from the other's work and student can develop the topics.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the student's writing which most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics of the writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar the topics that the student imitates.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other's work.

C. Characteristics of Individual Texts

Criteria: Amount of writing and quality of development/sustained depth of analysis

Score X6	Descriptor
5	All of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can make correction for the mistakes.
4	Most of the artifacts consist of more than 100 words. Student can differentiate between descriptive and recount texts from the content of the writing. Student demonstrates ability to identify mistakes and they can correct their mistakes.
3	All of the artifacts consist of 100 words. There is difference between descriptive and recount texts in the content although the difference is sometimes unclear. Student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.
2	Most of the artifacts consist of 100 words. The difference between descriptive and recount texts in the content is not clear. Student is unable to correct most of the mistakes he/she made.
1	All of the artifacts consist of less than 100 words. The difference between descriptive and recount texts is unclear. Student cannot make correction for the mistakes that he/she made.

D. Intratextual Features

Criteria:

1. Control of grammar and mechanic

Score X3	Descriptor
5	All of the texts show accepted standards of format, usage, spelling, punctuation, and capitalization at development level. 0-20% errors may be present.
4	In most of the texts, a few errors are made in format, usage, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.
3	Some errors are made in format, usage, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.
2	Many errors are made in format, usage, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.
1	Many errors in format, usage, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

2. Coherence/flow, momentum, sense of direction

Score X3	Descriptor
5	Text is sufficiently and logically developed. Central idea is clear. Transitions are effective.
4	The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas.
3	The structure may be confusing at times, but there is a recognizable introduction and conclusion. The connection between ideas may not always clear.
2	The structure may be confusing at times. There is introduction but the conclusion is not clear or even there is no conclusion. The connection between ideas is not clear.
1	Text lacks a clear sense of direction or development. The ideas are strung together loosely. There is no introduction and conclusion. It is hard to determine main point of development.

THE SECOND DRAFT OF THE RUBRIC

A. Characteristics of the Writer

Criteria: Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand

Score X4	Descriptor
5	The student provides clear and complete reflection for each artifact (the sentences are legible). There is a clear and careful link between reflection and artifact. Evidence of prewriting, drafting, revising and editing is present for each artifact.
4	The student provides reflection for most of the artifacts. There is a link between reflections and artifacts. Evidence of prewriting, drafting, revising and editing is present for each artifact.
3	The student provides reflection for some of the artifacts. There is a link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.
2	The student provides reflection for few of the artifacts. There is unclear link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.
1	The student provides limited reflection for the artifacts. There is no link between reflections and artifacts. There is limited evidence of prewriting, drafting, revising and editing.

B. Characteristics of the Portfolio as a Whole

Criteria: Variety of tasks and variety of modes of thought

Score X4	Descriptor
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts that are different from the example and from other's work and the student can develop good paragraphs from those topics. The artifacts show much development of the student's writing.
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the artifacts which most of them are different from the example and from the other's work and the student can develop the topics into paragraphs. The artifacts show some development of the students' writing.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts and most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work. The artifacts show a little development of the students' writing.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics for their writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar to the topics that the student imitates. The artifacts show little development of the students' writing.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other's work. The artifacts show no development of the students' writing.

C. Characteristics of Individual Texts

Criteria: Amount of writing and quality of development/sustained depth of analysis.

Score X6	Descriptor
5	Each of the artifacts consists of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and he/she can make correction for the mistakes.
4	Most of the artifacts consist of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and they can correct their mistakes.
3	Few of the artifacts consist of 70-100 words. There is difference between descriptive and recount texts from the content and the language features although the difference is sometimes unclear. The student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.
2	Most of the artifacts consist of less than 70 words. The difference between descriptive and recount texts from the content and the language features is not clear. The student is unable to correct most of the mistakes he/she made.
1	All of the artifacts consist of less than 70 words. The difference between descriptive and recount texts is unclear. The student cannot make correction for the mistakes that he/she made.

D. Intratextual Features

Criteria:

1. Control of grammar and mechanic.

Score X3	Descriptor
5	Each of the artifacts show accepted standards of grammar, spelling, punctuation, and capitalization. 0-20% errors may be present.
4	In most of the artifacts, a few errors are made in grammar, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.
3	Some errors are made in grammar, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.
2	Many errors are made in grammar, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.
1	Many errors in grammar, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

2. Coherence/flow, momentum, sense of direction.

Score X3	Descriptor
5	Each of the text is sufficiently and logically developed. Central idea is clear. Transitions are effective.
4	The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas.
3	The structure may be confusing at times, but there is a recognizable introduction and conclusion. The connection between ideas may not always clear.
2	The structure may be confusing at times. There is introduction but the conclusion is not clear or even there is no conclusion. The connection between ideas is not clear.
1	Text lacks a clear sense of direction or development. The ideas are strung together loosely. There is no introduction and conclusion. It is hard to determine main point of development.

FINAL PRODUCT OF THE RUBRIC

A. Characteristics of the Writer

Criteria: Fit between reflection/evidence in portfolio and metacognitive awareness beyond task at hand

Score X4	Descriptor
5	The student provides clear and complete reflection for each artifact (the sentences are legible). There is a clear and careful link between reflections and artifacts. Evidence of prewriting, drafting, revising and editing is present for each artifact.
4	The student provides reflection for most of the artifacts. There is a link between reflections and artifacts. Evidence of prewriting, drafting, revising and editing is present for each artifact.
3	The student provides reflection for some of the artifacts. There is a link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for most of the artifacts.
2	The student provides reflection for few of the artifacts. There is unclear link between reflections and artifacts. There is evidence of prewriting, drafting, revising and editing for few of the artifacts.
1	The student provides limited reflection for the artifacts. There is no link between reflections and artifacts. There is limited evidence of prewriting, drafting, revising and editing.

B. Characteristics of the Portfolio as a Whole

Criteria: Variety of tasks and variety of modes of thought

Score X4	Descriptor
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts that are different from the example and from other's work and the student can develop good paragraphs from those topics. The artifacts show much development of the student's writing.
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics in the artifacts which most of them are different from the example and from the other's work and the student can develop the topics into paragraphs. The artifacts show some development of the students' writing.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts. There are varieties of topics of the artifacts and most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work. The artifacts show a little development of the students' writing.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts. The student is unable to make variety of topics for their writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar to the topics that the student imitates. The artifacts show little development of the students' writing.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types. The student is unable to make variety of topics and the content of the topic is similar to the example or to other's work. The artifacts show no development of the students' writing.

C. Characteristics of Individual Texts

Criteria: Amount of writing and quality of development/sustained depth of analysis

Score X6	Descriptor
5	Each of the artifacts consists of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and he/she can make correction for the mistakes.
4	Most of the artifacts consist of 70-100 words. The student can differentiate between descriptive and recount texts from the content and the language features of the writing. The student demonstrates ability to identify mistakes and they can correct their mistakes.
3	Few of the artifacts consist of 70-100 words. There is difference between descriptive and recount texts from the content and the language features although the difference is sometimes unclear. The student demonstrates ability to identify mistakes and they can make correction for most of the mistakes.
2	Most of the artifacts consist of less than 70 words. The difference between descriptive and recount texts from the content and the language features is not clear. The student is unable to correct most of the mistakes he/she made.
1	All of the artifacts consist of less than 70 words. The difference between descriptive and recount texts is unclear. The student cannot make correction for the mistakes that he/she made.

D. Intratextual Features

Criteria:

1. Control of grammar and mechanic

Score X3	Descriptor
5	Each of the artifacts shows accepted standards of grammar, spelling, punctuation, and capitalization. 0-20% errors may be present.
4	In most of the artifacts, a few errors are made in grammar, spelling, punctuation, or capitalization but they do not interfere the meaning. 20-40% errors may be present.
3	Some errors are made in grammar, spelling, punctuation, or capitalization and they may interfere the meaning. 40-60% errors may be present.
2	Many errors are made in grammar, spelling, punctuation, or capitalization and they interfere the meaning. 60-80% errors may be present.
1	Many errors in grammar, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

2. Coherence/flow, momentum, sense of direction

Score X3	Descriptor
5	Each of the texts is sufficiently and logically developed. A central idea is clear. Transitions are effective.
4	The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas.
3	The structure may be confusing at times, but there is a recognizable introduction and conclusion. The connection between ideas may not always clear.
2	The structure may be confusing at times. There is an introduction but the conclusion is not clear or even there is no conclusion. The connection between ideas is not clear.
1	A text lacks a clear sense of direction or development. The ideas are strung together loosely. There is no introduction and conclusion. It is hard to determine the main point of development.

THE SEPARATED CRITERIA OF THE RUBRIC

A. Characteristics of the Writer

Criteria:

1. Fit between reflection/evidence in portfolio

Score X4	Descriptor
5	The student provides clear and complete reflection for each artifact (the sentences are legible). There is clear and careful link between reflection and artifact.
4	The student provides reflection for most of the artifacts. There is link between reflection and artifact, although the link is sometimes unclear.
3	The student provides reflection for some of the artifacts. There is link between reflection and artifact, although the link is sometimes unclear.
2	The student provides reflection for few of the artifacts. There is unclear link between reflection and artifact.
1	The student provides limited reflection for the artifacts. There is no link between reflection and artifact.

2. Metacognitive awareness beyond task at hand

Score X4	Descriptor
5	Evidence of prewriting, drafting, revising and editing is present for each artifact. The artifacts show much development of the student's writing.
4	Evidence of prewriting, drafting, revising and editing is present for each artifact. The artifacts show some development of the students' writing.
3	There is evidence of prewriting, drafting, revising and editing for most of the artifacts. The artifacts show some development of the students' writing.
2	There is evidence of prewriting, drafting, revising and editing for few of the artifacts. The artifacts show little development of the students' writing.
1	There is limited evidence of prewriting, drafting, revising and editing. The artifacts show no development of the students' writing.

B. Characteristics of the Portfolio as a Whole

Criteria:

1. Variety of tasks

Score X4	Descriptor
5	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts.
4	The artifacts consist of all of the class assignment and homework that the teacher gave, including descriptive and recount texts.
3	The artifacts consist of most of the class assignment and homework that the teacher gave, including descriptive and recount texts.
2	The artifacts consist of some of the class assignment and homework that the teacher gave, including descriptive and recount texts.
1	Most of the class assignment and homework are missing. The artifacts are limited and consist of one or two text types.

2. Variety of modes of thought

Score X4	Descriptor
5	There are varieties of topics of the artifacts that are different from the example and from other's work and student can develop good paragraphs from those topics.
4	There are varieties of topics in the artifacts which most of them are different from the example and from the other's work and student can develop the topics into paragraphs.
3	There are varieties of topics of the artifacts and most of them are different from the example and from the other's work and few parts of the content is similar to the example or to the other's work.
2	The student is unable to make a variety of topics for their writing. Most of the topics are similar to the example or to the other's work and the content is also almost similar to the topics that the student imitates.
1	The artifacts are limited and consist of one or two text types. The student is unable to make a variety of topics and the content of the topic is similar to the example or to other's work.

C. Characteristic of Individual Texts

1. Amount of writing

Score X6	Descriptor
5	Each of the artifacts consists of 70-100 words.
4	Most of the artifacts consist of 70-100 words.
3	Few of the artifacts consist of 70-100 words.
2	Most of the artifacts consist of less than 70 words.
1	All of the artifacts consist of less than 70 words.

2. Quality of development/sustained depth of analysis

Score X6	Descriptor
5	The student can differentiate between descriptive and recount texts from the content and the language features of the writing in all of the artifacts.
4	The student can differentiate between descriptive and recount texts from the content and the language features of the writing in most of the artifacts.
3	There is differences between descriptive and recount texts from the content and the language features in most or some of the artifacts, although the difference is sometimes unclear.
2	The difference between descriptive and recount texts from the content and the language features in few of the artifacts is unclear.
1	There is no difference between descriptive and recount texts in all of the artifacts.

D. Intratextual Features

1. Control of grammar and mechanic

Score X3	Descriptor
5	Each of the artifacts show accepted standards of grammar, spelling, punctuation, and capitalization. 0-10% errors may be present.
4	In most of the artifacts, a few errors are made in grammar, spelling, punctuation, or capitalization but they do not interfere the meaning. 10-20% errors may be present.
3	Some errors are made in grammar, spelling, punctuation, or capitalization and they may interfere the meaning. 10-20% errors may be present.
2	Many errors are made in grammar, spelling, punctuation, or capitalization and they may interfere the meaning. 20-80% errors may be present.
1	Many errors in grammar, spelling, punctuation, or capitalization make the message difficult to understand. 80-100% errors may be present.

2. Coherence/flow, momentum, sense of direction

Score X3	Descriptor
5	Each of the text is sufficiently and logically developed. A central idea is clear. Transitions are effective.
4	The structure leads the reader through the text without confusion. The central idea is evident and logically developed. There is evidence of connections and transitions between ideas.
3	The structure may be confusing at times, but there is a recognizable introduction and conclusion. The connection between ideas may not always clear.
2	The structure may be confusing at times. There is introduction but the conclusion is not clear or even there is no conclusion. The connection between ideas is not clear.
1	A text lacks a clear sense of direction or development. The ideas are strung together loosely. There is no introduction and conclusion. It is hard to determine main point of development.

RUBRIK UNTUK PENILAIAN PORTOFOLIO DALAM WRITING

A. Karakteristik Penulis

Kriteria: Refleksi yang dibuat siswa sesuai dengan karya tulis yang telah dibuatnya dan siswa juga mempunyai kesadaran metakognitive terhadap tugas yang dibuatnya.

Skor X4	Descriptor
5	Siswa membuat refleksi yang jelas dan lengkap untuk tiap karya tulis yang dibuatnya (kalimatnya dapat dipahami). Ada hubungan yang jelas antara refleksi dan karya tulis. Ada bukti dilakukannya kegiatan <i>prewriting</i> , <i>drafting</i> , <i>revising</i> dan <i>editing</i> untuk setiap karya tulis yang dibuat.
4	Siswa membuat refleksi untuk sebagian besar karya tulis yang dibuatnya. Ada hubungan antara refleksi dan karya tulis. Ada bukti dilakukannya kegiatan <i>prewriting</i> , <i>drafting</i> , <i>revising</i> dan <i>editing</i> untuk setiap karya tulis yang dibuat.
3	Siswa membuat refleksi untuk beberapa karya tulis yang dibuatnya. Ada hubungan antara refleksi dan karya tulisnya. Ada bukti dilakukannya kegiatan <i>prewriting</i> , <i>drafting</i> , <i>revising</i> dan <i>editing</i> untuk sebagian besar karya tulis yang dibuat.
2	Siswa membuat sedikit refleksi untuk karya tulis yang dibuatnya. Hubungan antara refleksi dan karya tulisnya tidak jelas. Ada bukti dilakukannya kegiatan <i>prewriting</i> , <i>drafting</i> , <i>revising</i> dan <i>editing</i> untuk sedikit karya tulis yang dibuatnya.
1	Siswa membuat sedikit refleksi untuk karya tulis yang dibuatnya. Tidak ada hubungan antara refleksi dan karya tulis yang dibuatnya. Ada sedikit bukti dilakukannya kegiatan <i>prewriting</i> , <i>drafting</i> , <i>revising</i> dan <i>editing</i> .

B. Karakteristik Portofolio Secara Keseluruhan

Kriteria: Ada bermacam jenis karya tulis dan bermacam pemikiran untuk karya tulis yang dikumpulkan.

Skor X4	Descriptor
5	Karya tulis yang dikumpulkan terdiri dari semua tugas di kelas dan PR yang diberikan oleh guru, yang meliputi teks <i>descriptive</i> dan <i>recount</i> . Ada berbagai macam topik tulisan di dalam karya tulis yang dikumpulkan, yang berbeda dari contoh yang diberikan oleh guru maupun berbeda dari pekerjaan siswa lain, dan siswa dapat mengembangkan topik tersebut menjadi paragraf yang baik. Karya tulis yang dikumpulkan menunjukkan perkembangan kemampuan menulis siswa yang sangat bagus.
4	Karya tulis yang dikumpulkan terdiri dari tugas di kelas maupun PR yang diberikan oleh guru, yang meliputi teks <i>descriptive</i> dan <i>recount</i> . Ada berbagai macam topik tulisan didalam karya tulis yang dikumpulkan yang sebagian besar dari topik tersebut berbeda dari contoh yang diberikan oleh guru dan berbeda pula dari pekerjaan siswa yang lain dan siswa dapat mengembangkan topik tersebut menjadi beberapa paragraf. Karya tulis yang dikumpulkan menunjukkan perkembangan kemampuan menulis siswa yang bagus.
3	Karya tulis yang dikumpulkan terdiri dari sebagian besar tugas di kelas maupun PR yang diberikan oleh guru, yang meliputi teks <i>descriptive</i> dan <i>recount</i> . Ada berbagai macam topik tulisan didalam karya tulis yang dikumpulkan yang sebagian besar dari topik tersebut berbeda dari contoh yang diberikan oleh guru dan berbeda pula dari pekerjaan siswa yang lain dan sebagian kecil isi karya tulis mereka mirip dengan isi dari contoh tulisan yang diberikan guru maupun mirip dengan isi dari pekerjaan siswa lain. Karya tulis yang dikumpulkan menunjukkan perkembangan kemampuan menulis siswa yang cukup baik.
2	Karya tulis yang dikumpulkan terdiri dari beberapa tugas di kelas maupun PR yang diberikan oleh guru, yang meliputi teks <i>descriptive</i> dan <i>recount</i> . Siswa tidak mampu membuat variasi topik untuk karya tulis yang dikumpulkan. Sebagian besar dari topik tersebut mirip dengan contoh yang diberikan oleh guru maupun mirip dengan pekerjaan siswa lain dan sebagian besar dari isinya hampir mirip dengan topik yang siswa contoh. Pekerjaan yang dikumpulkan menunjukkan sedikit perkembangan kemampuan menulis siswa.
1	Siswa tidak mengumpulkan sebagian besar dari tugas dan PR mereka. Jumlah karya tulis yang dikumpulkan hanya sedikit dan hanya meliputi satu atau dua jenis teks. Siswa tidak mampu membuat variasi topik untuk karya tulisnya dan isi tulisannya mirip dengan contoh yang diberikan oleh guru ataupun mirip dengan pekerjaan teman. Karya tulis yang dikumpulkan tidak menunjukkan perkembangan kemampuan menulis siswa.

C. Karakteristik Masing-masing Teks

Kriteria: Jumlah tulisan dan kualitas perkembangan/analisis mendalam yang berkelanjutan.

Skor X6	Descriptor
5	Masing-masing karya tulis terdiri dari 70-100 kata. Siswa dapat membedakan <i>descriptive</i> dan <i>recount</i> teks dari isi dan ciri-ciri kebahasaan karya tulisnya. Siswa menunjukkan kemampuan untuk dapat mengetahui/mendeteksi adanya kesalahan di dalam karya tulisnya dan dapat membetulkan kesalahannya tersebut.
4	Sebagian besar karya tulisnya terdiri dari 70-100 kata. Siswa dapat membedakan <i>descriptive</i> dan <i>recount</i> teks dari isi dan ciri-ciri kebahasaan karya tulisnya. Siswa menunjukkan kemampuan untuk dapat mengetahui/mendeteksi kesalahan di dalam karya tulisnya dan dapat membetulkan kesalahannya tersebut.
3	Hanya sebagian kecil dari karya tulisnya yang terdiri dari 70-100 kata. Siswa dapat membedakan <i>descriptive</i> dan <i>recount</i> teks dari isi dan ciri-ciri kebahasaan karya tulisnya walaupun perbedaannya kadang-kadang kurang jelas. Siswa menunjukkan kemampuan untuk dapat mengetahui/mendeteksi adanya kesalahan dan dapat membetulkan sebagian besar dari kesalahannya tersebut.
2	Sebagian besar karya tulisnya berjumlah kurang dari 70 kata. Perbedaan antara <i>descriptive</i> dan <i>recount</i> teks dari isi dan ciri-ciri kebahasaan karya tulisnya tidak jelas. Siswa tidak dapat membetulkan sebagian besar dari kesalahan yang mereka buat.
1	Semua karya tulisnya berjumlah kurang dari 70 kata. Perbedaan antara <i>descriptive</i> dan <i>recount</i> teks di dalam tulisannya tidak jelas. Siswa tidak dapat membetulkan kesalahan yang mereka buat.

D. Ciri-ciri Intratekstual

Kriteria:

1. Kontrol grammar dan mekanik

Skor X3	Descriptor
5	Setiap karya tulis memperlihatkan <i>grammar</i> , <i>spelling</i> , <i>punctuation</i> dan <i>kapitalization</i> yang sesuai standar yang berlaku. 0-20% kesalahan masih bisa diterima.
4	Dalam sebagian besar karya tulisnya terdapat sedikit kesalahan dalam <i>grammar</i> , <i>spelling</i> , <i>punctuation</i> atau <i>kapitalization</i> , tetapi kesalahan-kesalahan tersebut tidak mempengaruhi arti. Terdapat 20-40% kesalahan.
3	Beberapa kesalahan terjadi pada <i>grammar</i> , <i>spelling</i> , <i>punctuation</i> atau <i>kapitalization</i> di dalam karya tulis dan kesalahan-kesalahan tersebut mungkin mempengaruhi arti. Terdapat 40-60% kesalahan.
2	Banyak kesalahan terjadi pada <i>grammar</i> , <i>spelling</i> , <i>punctuation</i> atau <i>kapitalization</i> di dalam karya tulisnya dan kesalahan-kesalahan tersebut mempengaruhi arti. Terdapat 60-80% kesalahan.
1	Banyak kesalahan <i>grammar</i> , <i>spelling</i> , <i>punctuation</i> atau <i>kapitalization</i> di dalam karya tulis yang menyebabkan pesan yang ingin disampaikan susah untuk dipahami. Terdapat 80-100% kesalahan.

2. Koheren

Skor X3	Descriptor
5	Masing-masing karya tulis dikembangkan secara luwes dan logis. Ide pokoknya jelas. Kata penghubung yang digunakan efektif.
4	Susunan kalimatnya menuntun pembaca untuk memahami karya tulisnya dengan mudah, tidak membingungkan. Ada bukti penggunaan penghubung dan transisi antara pokok pikiran yang ingin disampaikan.
3	Susunan kalimatnya kadang membingungkan, tetapi pendahuluan dan kesimpulannya dapat dikenali. Hubungan antara pokok pikiran yang ingin disampaikan mungkin tidak jelas.
2	Susunan kalimatnya kadang membingungkan. Terdapat pendahuluan tetapi kesimpulannya tidak jelas bahkan tidak ada kesimpulan dari ide yang ingin disampaikan. Hubungan antara pokok pikiran yang ingin disampaikan tidak jelas.
1	Pokok pikiran yang ingin disampaikan dalam karya tulisnya tidak terarah/tidak jelas. Tidak ada pendahuluan dan kesimpulan. Sulit memahami ide pokok dari karya tulis tersebut.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENIAlamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//FRM/FBS/33-01
10 Jan 2011

Nomor : 240e/UN.34.12/PP/II/2012
 Lampiran : --
 Hal : **Permohonan Izin Observasi**

8 Februari 2012

Kepada Yth.
 Kepala SMP Negeri 15 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing a Rubric for Assessing Writing of Grade VII Students

Mahasiswa dimaksud adalah :

Nama : NOVI ARIYANI
 NIM : 08202244030
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Februari 2012

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I.

Dr. Widyastuti Purbani, M.A.
 NIP 19610524 199001 2 001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 988a/UN.34.12/PP/VIII/2012
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

6 Agustus 2012

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing a Rubric for Portfolio Assessment in Writing of Grade VIII Students at SMP Negeri 15 Yogyakarta

Mahasiswa dimaksud adalah :

Nama : NOVI ARIYANI
 NIM : 08202244030
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Agustus – Oktober 2012
 Lokasi Penelitian : Negeri 15 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.
 NIP. 19610524 199001 2 001

Tembusan:
 Kepala Negeri 15 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7199/V/8/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 06 Agustus 2012
Nomor : 988a/UN.34.12/PP/VIII/2012
Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : NOVI ARIYANI
Alamat : Karangmalang Yogyakarta
Judul : DEVELOPING A RUBRIC FOR PORTFOLIO ASSESSMENT IN WRITING OF GRADE VIII STUDENTS AT SMP NEGERI 15 YOGYAKARTA
Lokasi : SMP N 15 YOGYAKARTA Kel. BAUSASRAN, Kec. DANUREJAN, Kota/Kab. KOTA YOGYAKARTA
Waktu : 07 Agustus 2012 s/d 07 November 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 07 Agustus 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Ir. Joko Wuryentoro, M.Si

NIP. 19680108 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta c.q Ka. Dinas Perizinan
3. Ka. Dinas Pendidikan, Pemuda & OR Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang bersangkutan



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/2184
0291/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
 Nomor : 070/7199/V/8/2012 Tanggal : 07/08/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
 5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : NOVI ARIYANI NO MHS / NIM : 08202244030
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
 Alamat : Kampus Karangmalang, Yogyakarta
 Penanggungjawab : Dr. Agus Widyantoro, M.Pd.
 Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING A RUBRIC FOR PORTFOLIO ASSESSMENT IN WRITING OF GRADE VIII STUDENTS AT SMP NEGERI 15 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta
 Waktu : 07/08/2012 Sampai 07/11/2012
 Lampiran : Proposal dan Daftar Pertanyaan
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
 Pemegang Izin

NOVI ARIYANI

Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta(sebagai laporan)
 2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
 3. Ka. Dinas Pendidikan Kota Yogyakarta
 4. Kepala SMP Negeri 15 Yogyakarta
 5. Ybs.

Dikeluarkan di : Yogyakarta
 pada Tanggal : 8-8-2012
 An. Kepala Dinas Perizinan
 Sekretaris
 Drs. HARDONO
 NIP. 195804101985031013



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN

SMP NEGERI 15

Jalan Tegal Lempuyangan Nomor 61 Telepon 512912 Yogyakarta

Website : <http://www.smpn15yogya.com>

Email : smpn15_yk@yahoo.co.id

Fax : (0274) 544903

SURAT KETERANGAN PENELITIAN

Nomor : 070/024/2013

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Yogyakarta :

Nama : Drs. Sardiyanto
NIP : 19561206 198203 1 010
Pangkat / Golongan : Pembina / IV/a

Menerangkan dengan sesungguhnya bahwa :

Nama : Novi Ariyani

NIM : 08202244030

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Penelitian : **Developing a Rubric For Portfolio Assessment in Writing of Grade VIII Students at SMP Negeri 15 Yogyakarta**

Telah melakukan penelitian di SMP Negeri 15 Yogyakarta pada tanggal 9 Agustus s/d 13 Oktober 2012 berdasarkan surat ijin dari Dinas Perijinan No. : 070/7199/V/8/2012

Demikian Surat Keterangan penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 16 Januari 2013

Kepala Sekolah



Drs. Sardiyanto

NIP. 19561206 198203 1 010

PHOTOS



Mrs. Lulut Esti Handayani, S. Pd.



Mrs. Nuri Utami